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**Testimony of George Sweeting, IBO Deputy Director
To the New York City Council Committee on Education
On the Amendment to the 2010-2014 Capital Plan for School Construction**

December 16, 2009

Good afternoon Chairman Jackson and other members of the Education Committee. My name is George Sweeting and I am a Deputy Director of the New York City Independent Budget Office (IBO). Thank you for the invitation to testify at this oversight hearing on the Department of Education's (DOE) proposed annual amendment to the 2010-2014 school capital plan.

As this is the first of what will likely be multiple Council hearings on the amendment, and our office is just beginning to review the proposed amendment, my comments today will emphasize issues that merit further attention in the coming months rather than findings or conclusions by IBO. Of particular note, the amendment pushes back the target date for when all of the new seats will come on line, and the plan continues to count on the state to fund half of the program at a time when the state is facing severe fiscal difficulties.

Size of the Plan. The overall plan has increased by about \$400 million to a total of \$11.7 billion, with the new funding coming from the City Council, the Borough Presidents, other Mayoral sources (most of which will come through Reso A appropriations), and the state. The proposed amendment does not alter the overall structure of the plan, which is divided into two broad categories: Capacity and Capital Investment. The Capacity Program, which includes three subgroups, New Capacity, Facility Replacement Program, and Charter Partnership, would increase by \$169 million over the \$5.2 billion allocated under the adopted plan. New Capacity will grow by almost \$250 million, while the Facility Replacement Program would be reduced by \$79 million. Funding for Charter Partnership will remain the same at \$210 million.

The overall allocation for the Capital Investment program has grown thanks to \$300 million in Reso A funding from the Council and other officials. However, only one of the three subgroups under Capital Investment would see an increase: Mandated Programs would grow by \$112 million to \$2.3 billion, largely because the cost of completing projects started in the prior plan is now higher. This increase has been offset by a decrease of about \$113 million in allocations for the Capital Improvement Program (CIP) and Children First Initiatives. One question to consider is whether some of the Reso A projects in essence replaced projects that were funded as part of CIP and Children First Initiatives. There is no detail provided on the Reso A projects, which makes answering the question difficult.

Funding. As was the case in the previous capital plan, roughly half of the funding for the capital plan is expected to come from the city and the other half is expected to come from the state. In

the adopted plan, the city contribution was expected to be \$5.66 billion and the state contribution was expected to be \$5.62 billion. Under the proposed amendment, the city portion would increase by \$320 million to \$5.98 billion and the state portion would grow by \$70 million to \$5.69 billion.

The assumption that the state can provide substantial assistance may need further consideration. It was only in the last plan—as Albany was facing the resolution of the Campaign for Fiscal Equity case—that the state enacted laws to increase state assistance for the city’s capital plan. One form of assistance came from a one-time initiative (Excel bonds) which generated \$900 million in cash for the last plan without incurring debt service obligations for the city. A second initiative—which is on-going—expanded the city’s debt capacity for education capital projects and allowed the city to pledge future state building aid to secure the new bonds. While the state is obligated to maintain sufficient building aid to cover all debt obligations already undertaken, the state could choose to limit the city’s ability to issue new debt that would qualify for building aid reimbursement as a means of reducing state obligations. Given that Governor Paterson just announced his intention to withhold \$84 million in school and municipal aid to the city, there may be reason to consider whether the state will contribute as much as the DOE is counting on.

New Capacity. One of the headline figures in the proposed amendment is the claim that it is adding 5,000 seats to the 25,000 already included in the adopted plan. These seats will be designed to accommodate pre-Kindergarten through eighth grades. Plans for high school seats remains unchanged. On net, there were 12 more projects listed in the proposed amendment for a total of 56 capacity projects. There were 18 projects (about 7,800 seats) added in the amended plan, while six others (about 1,800 seats) were cut. Capacity targets for projects that remain in the plan also shrank by about 1,000 seats.

Although the number of seats the amended plan would provide has increased, the timing of construction and completion for many projects has been pushed back from the dates used in the adopted plan. By 2014, only 30 percent of new seats will be completed, down from 50 percent in the adopted plan. In June’s adopted plan, the DOE expected that all new seats would be available by 2017, but that target has also been pushed back to 2018. In the adopted plan, more than half of the seats were expected to be in design phase in 2010, but that has been pushed back to 2011 in the proposed amendment. Similarly, many construction start dates have been pushed back so that only 20 percent of the new seats will be opened for 2010, down from 40 percent in the Adopted Plan.

Questions have been raised about whether the funds added to the capital plan will be sufficient to produce an additional 5,000 new seats. For some projects, the start of design has been extended an additional year to 2014 and construction starts have been extended to 2015. These extensions are mostly for projects that are funded only for design in this five-year plan, with construction scheduled for the next plan. Such projects account for 21 percent of the seats provided by new projects in the proposed amendment. Because only the design portion of these projects is covered in this plan, less than 2 percent of the sum of their estimated costs of about \$200 million has been included in the amended plan. This helps to explain why the additional 5,000 seats provided in the proposed amendment appear to cost a relatively modest \$250 million. In reality, much of the costs for these projects will actually be incurred after 2014.

While additional resources have enabled the DOE to increase the scale of new capacity expected in the current Capital Plan, it appears that the seats are expected to come on-line even later than expected in the adopted plan. If state funding is halted, this time frame for new seat design, construction, and completion is likely to be pushed back even farther. Moreover, even the delays already incorporated in the amendment mean that the DOE will likely miss an opportunity to attract contractors and bidders who are currently facing limited demand from private developers.

Thank you, and I would be happy to answer any questions you may have.



**Testimony of the New York City Department of Education
on the Proposed 2010 Amendment to the FY2010-2014 Capital Plan**

Before the New York City Council Committee on Education

December 16, 2009

Kathleen Grimm, Deputy Chancellor for Infrastructure and Portfolio Planning

Good afternoon Chair Jackson and Members of the Education Committee. My name is Kathleen Grimm, Deputy Chancellor for Infrastructure and Portfolio Planning in the New York City Department of Education. I am joined today by Sharon Greenberger, President of the School Construction Authority, and Jamie Smarr, President of the Education Construction Fund. We are pleased to be here today to discuss the proposed 2010 Amendment to the current five-year capital plan for our schools.

We are currently in the first year of our \$11.3 billion FY2010-2014 Capital Plan, with an additional \$400 million provided through a combination of rollover funding from the last plan and direct support from council members for capital improvement projects in their district schools.

While we continue to face tough economic challenges, we cannot stop building for our children's future. This capital plan strives to advance improvements achieved under the \$13.1 billion FY2005-2009 capital plan—the largest such plan in the city's history. The current plan will create tens of thousands of new seats in areas of projected enrollment growth, it will better align existing facilities with current instructional and enrollment needs, and it will continue to make much-needed improvements to our aging infrastructure.

Since I last appeared before this committee in May 2009, we have proposed a few critical changes to the FY2010-14 five-year plan, and I want to explain how we arrived at those recommendations and why we think they are necessary.

As you know, previous capital plans often ran over budget and behind schedule. To avoid those pitfalls, we developed an annual amendment process beginning with the 2005-09 plan. Reviewing our capital plan regularly allows us to catch emerging needs quickly, so we can make changes as necessary.

As part of this process, we conduct annual Building Condition Assessment Surveys (BCAS), in which we send architects and engineers to technically evaluate each of our 1,200+ school buildings on a walkthrough with school-based staff so that current information about our facilities informs the capital planning process.

We also update enrollment projections every year, drawing on data supplied by two leading demographic firms – Grier Partnership and Statistical Forecasting. These projections incorporate data on birth rates, immigration rates, and migration rates from various agencies including the Department of Health and the United States Census. We then overlay information from the Department of City Planning, Department of Buildings, and the Department of Housing Preservation and Development, including statistics on housing starts and rezoning efforts. Incorporating this broad range of data sources allows us to monitor shifts in student enrollment on an ongoing basis, so we can make timely adjustments where there is a sustained increase in student population in one part of the city or a decline in student population in another part of the city.

Finally, we undertake a public review process with Community Education Councils (CECs), the City Council and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the plan, and we make presentations at those meetings whenever we are asked to do so. We brief the City Council by borough delegation annually, and attend other meetings with City officials and community groups upon request. Public feedback plays a crucial role in our capital planning process. For example, we previously heard from members of this committee that planning at the district level was insufficient. Based on that feedback, we changed our methodology to examine need at the neighborhood-level rather than the district-level for both the current capital plan and this year's proposed amendment. We also work with individual council members and CECs to identify local needs and to get feedback when prioritizing projects in their districts. Your insights in this process are very helpful, and we hope you will remain engaged in our efforts to improve public school facilities across the five boroughs.

Proposed changes contained in the 2010 Amendment to the Capital Plan reflect the Department's findings during this year's annual review process. While the Amendment would maintain the same \$11.3 billion funding level included in the original plan, it proposes adjustments to the number of seats to be created using that funding. Specifically, it reflects a minor decrease in the recommended number of seats in four districts and an increase in the recommended number of seats for nine districts, with a net increase of 5,183 elementary and middle school seats compared to the initial 2010-14 plan. Specifically, we propose the following changes in this amendment:

District	Seats Proposed in 2010-14 Plan	Seats Proposed in Amended 2010-14 Plan	Net Change
2	3,296	3,666	370
8	318	318	–
9	389	389	–
10	1,154	1,248	94
11	1,476	1,476	–
13	416	360	(56)
14	738	612	(126)
15	1,459	2,214	755
20	2,630	3,046	416
22	738	1,154	416

24	2,630	4,302	1,672
25	1,154	1,154	–
26	416	416	–
27	951	832	(119)
28	500	416	(84)
29	–	738	738
30	3,010	3,701	691
31	1,248	1,664	416

Our analysis does not project a significant change in the need for seats at the high school level beyond what was included in the original plan, but we do now forecast the need for additional seats in the lower grades due primarily to an sustained increase in the birth rate in selected neighborhoods that began emerging over the past few years. We believe that the adjustments proposed in this amendment will provide the necessary capacity growth to address the increased student population associated with that trend.

In total, the amended FY2010-14 capital plan would devote \$5.4 billion to capacity. Of this, \$4.0 billion is dedicated to increasing school capacity, creating 30,377 new seats in approximately 50 school buildings. While a small portion of these seats will remain in the design phase at the conclusion of the five-year plan, it is important to note that 34,000 seats funded under the previous capital plan are coming online during the first few years of this plan. In fact, nearly 13,000 new seats already came online in September and nearly 14,000 more are expected to come online next fall. Taken collectively, this increased capacity will support the DOE in further alleviating school overcrowding, reducing class size, and strategically reducing our reliance on temporary facilities.

Unfortunately, given current economic realities, we do not have the luxury of increasing the overall funding level for the Capital Plan to cover the costs of building the additional 5,183 seats. Consequently, we propose to fund this new seat construction through savings gained from current market conditions and reductions in both technology and capital improvement budgets. Even with these adjustments, the capital plan would retain \$6.3 billion for much-needed capital investments in our existing facilities. These critical investments include exterior and interior renovations such as roof repairs, upgrades to electrical and HVAC equipment, enhancing playgrounds, and constructing science labs, among other facilities enhancements.

As we have testified previously, this plan does reflect reduced spending power over previous years, particularly when one accounts for inflation rates and anticipated increased costs in the construction sector. Moreover, the Mayor announced in May 2008 that the City was stretching four years of planned capital program commitments over five years due to ongoing economic uncertainty.

We understand that the public school system as a whole continues to experience pockets of overcrowding, and we are working to address these concerns both through new school construction and through more efficient use of existing school facilities. We remain focused on remedying these issues and will continue to rely on your feedback and support as we do so.

Our annual capital planning process has already benefited significantly from your input, and our students also have benefited from the generous support you provide for capital projects in our schools. With continued collaboration, and tens of thousands of seats slated to come online over the next 5-7 years, we remain confident that the expansion and enhancement of school buildings across the five boroughs will improve the educational experiences for the City's 1.1 million school children as well as the teachers and staff who serve them.

Thank you again. I now turn to Sharon Greenberger, who will walk you through the specifics of the proposed amendment to the FY2010-14 plan, after which we will be happy to answer your questions.

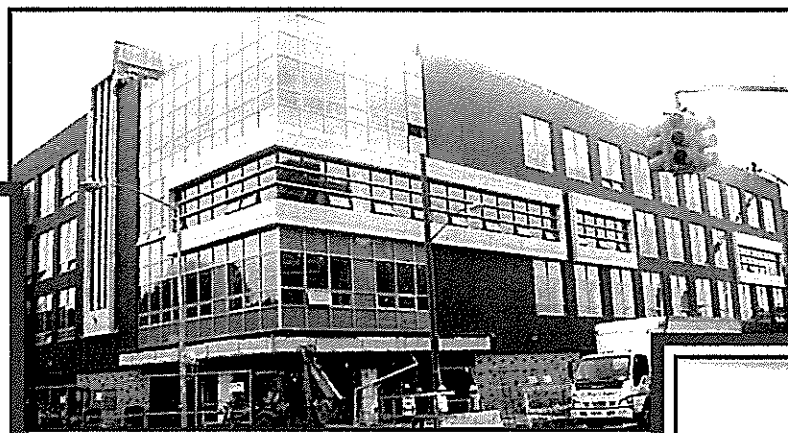
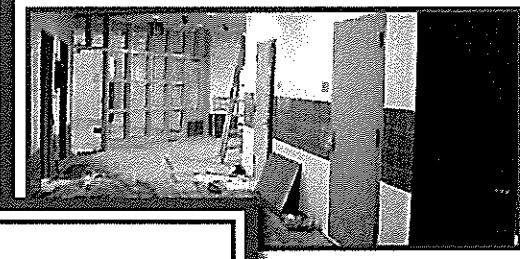
FY 2005-09 CAPITAL PLAN AND FY 2010-14 CAPITAL PLAN CAPACITY CROSSWALK

Level	District	Original 05-09 Plan Seats	Total Seats in Process / Completed (05-09 Plan)	Carryover Seats	Original 10-14 Plan Seats	Proposed Nov 09 Seats	Proposed Change
Small PS And PS/IS Buidlings	1	0	0	0	0	0	0
	2	3,150	3,010	140	3,296	3,666	370
	3	0	0	0	0	0	0
	4	0	0	0	0	0	0
	5	0	0	0	0	0	0
	6	1,103	1,103	0	0	0	0
	7	0	0	0	0	0	0
	8	440	122	318	318	318	0
	9	1,890	1,501	389	389	389	0
	10	2,520	1,765	755	1,154	1,248	94
	11	2,960	2,960	0	1,476	1,476	0
	12	0	0	0	0	0	0
	13	0	0	0	416	360	-56
	14	0	0	0	738	612	-126
	15	1,071	609	462	1,459	2,214	755
	16	0	0	0	0	0	0
	17	0	0	0	0	0	0
	18	506	506	0	0	0	0
	19	1,030	1,030	0	0	0	0
	20	5,448	4,166	1,282	2,630	3,046	416
	21	0	0	0	0	0	0
	22	1,260	944	316	738	1,154	416
	23	0	0	0	0	0	0
	24	5,220	5,137	83	2,630	4,302	1,672
	25	630	441	189	1,154	1,154	0
	26	441	299	142	416	416	0
	27	2,331	1,380	951	951	832	-119
	28	2,520	2020	500	500	416	-84
	29	630	630	0	0	738	738
	30	1,260	91	1,169	3,010	3,701	691
	31	1,700	1,262	438	1,248	1,664	416
	32	441	441	0	0	0	0
IS/HS Bldgs	Bronx	9,912	9,912	0	0	0	0
	Bklyn	5,266	5,266	0	1,202	1,202	0
	Queens	9,912	8,566	1,346	1,469	1,469	0
	Staten Island	1,664	1,664	0	0	0	0
	TOTAL	63,305	54,825	8,480	25,194	30,377	5,183

Lucretia Marcigliano Campus (PS/IS 237K)

New 4-story building

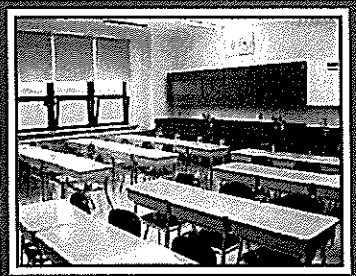
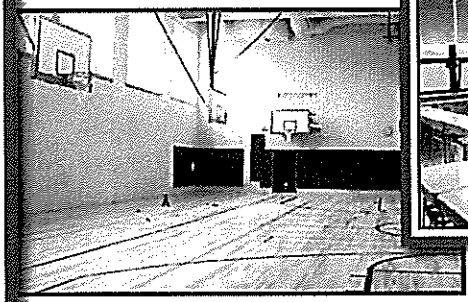
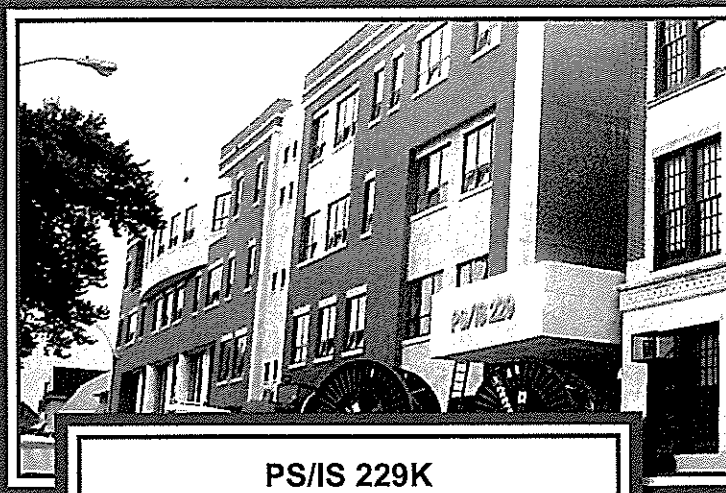
- science lab with demo room
- guidance, administration, medical, and School Based Support Team (SBST) suites
- art, music, and resource rooms
- kitchen and cafeteria
- 5,400 sf gymnasium
- 300 seat auditorium
- library



PS/IS 229K

4-story addition and renovation of existing building

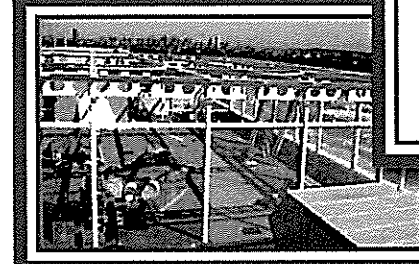
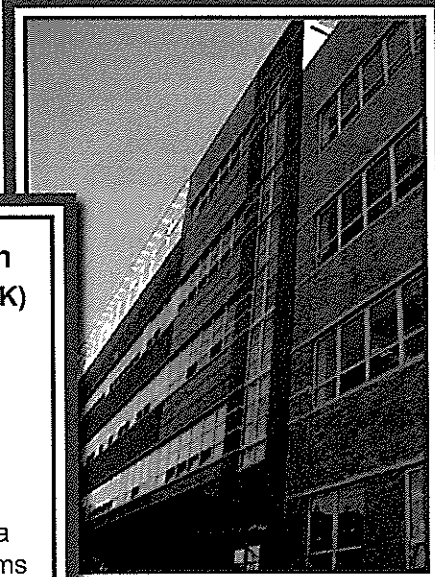
- 3,000 sf early childhood playground
- 25 new classrooms
- science lab and prep room
- art, music, and resource rooms
- medical and guidance suites
- kitchen and cafeteria
- 5,400 sf gymnasium
- library



Shirley Chisholm Campus (PS/IS 366K)

New building

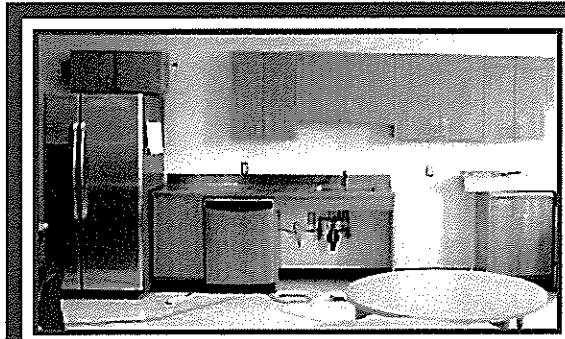
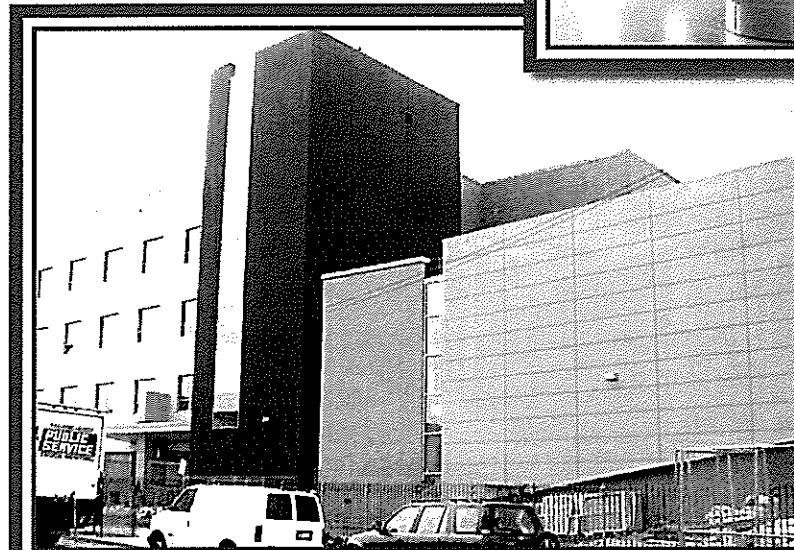
- multi-purpose gymnasium/auditorium
- 2,000 sf wireless technology library
- kitchen/dining area
- art and music rooms
- medical suite
- rooftop playground



PS/IS 861R

New school with District 75 component

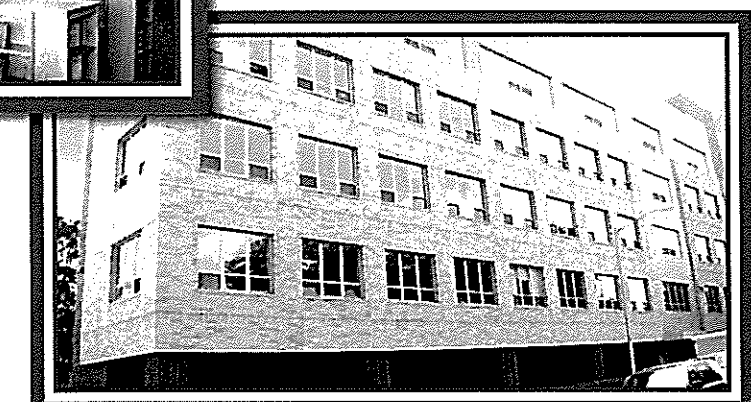
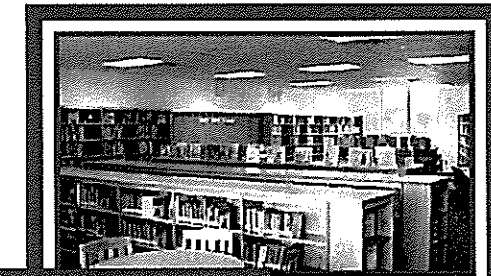
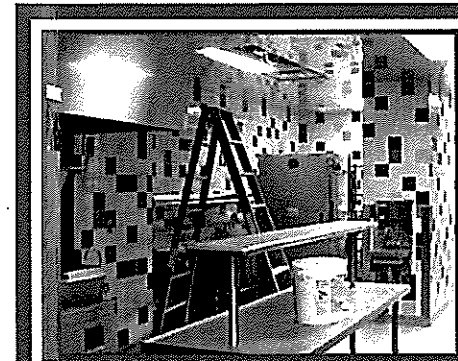
- 26 classrooms
- activities for daily living classroom
- library
- science lab and prep room
- art, music, and resource rooms
- gymnasium with bleachers
- auxiliary gym
- kitchen and cafeteria



Cesiah Toro Mullane School (PS/IS 798K)

New 5-story building for students in pre-k thru 8th grade

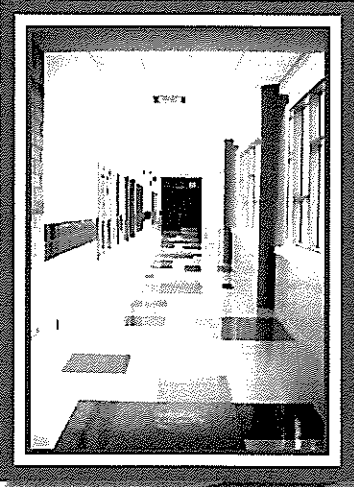
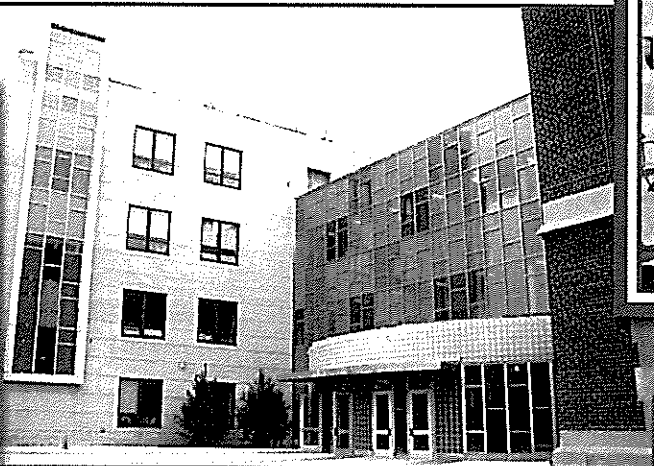
- speech, physical, and occupational therapy rooms
- 2,700 sf library and 5,400 sf gymnasium
- activities for daily living classroom
- art and resource rooms and music suite
- science lab with demo and prep rooms
- kitchen and cafeteria



PS/IS 102Q

New 4-story addition

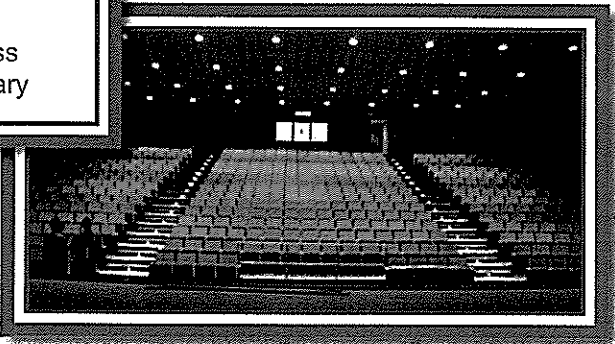
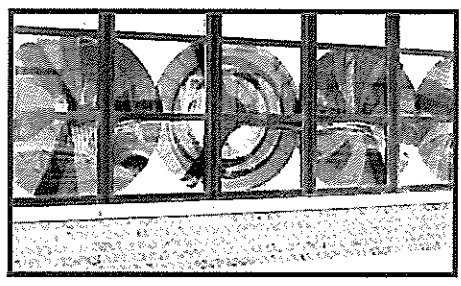
- 35 classrooms
- 3 special ed classrooms
- science labs
- resource room
- music suite
- 2 art studios
- cafeteria
- kitchen
- medical, guidance, administrative, and SBST suites
- 5,400 sf gymnasium
- 3,000 sf early childhood playground
- play yard with running track



Sunset Park HS (Brooklyn)

New 4-story high school

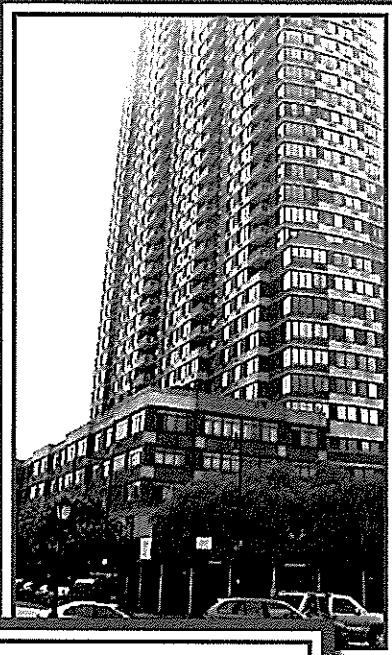
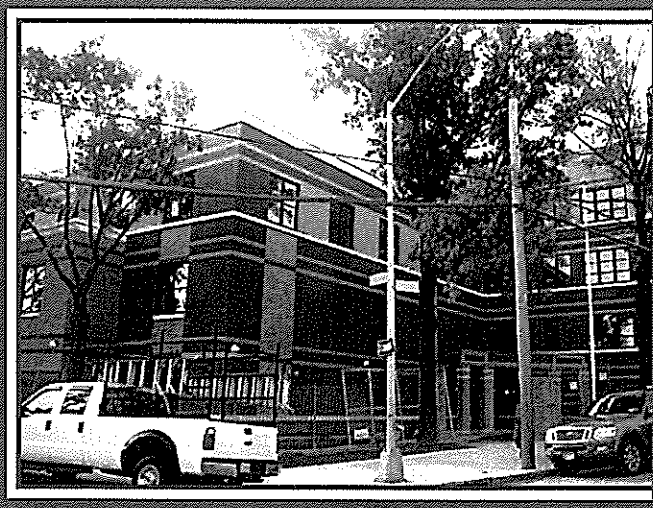
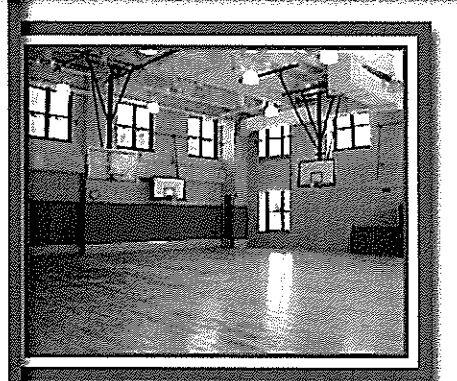
- science lab/demo rooms
- technology/distance-learning rooms
- performing arts rooms
- kitchen complex/dining area
- multi-purpose auxiliary room
- 550 seat auditorium
- competition gymnasium
- 4,000 sf wireless technology library



PS 128Q

4-story new building

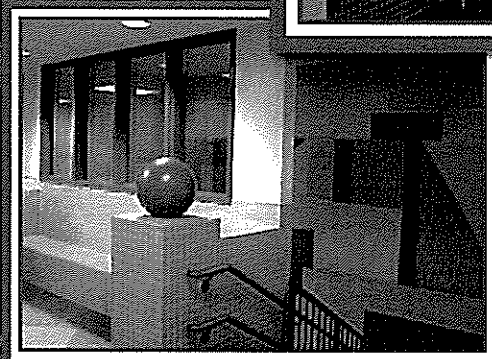
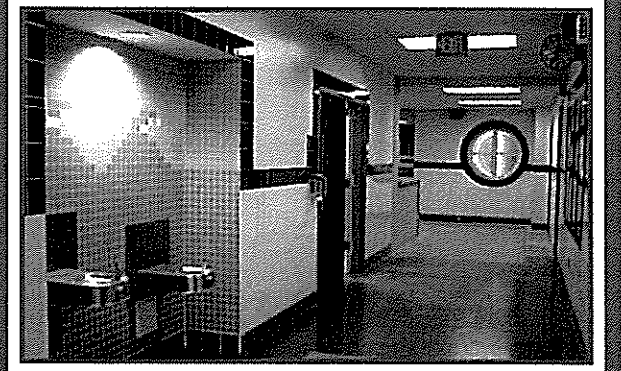
- art and music rooms
- science room with lab/demo room
- 2,700 sf library
- auditorium
- 5 citywide special ed classrooms
- activities for daily living classroom
- speech and physical therapy rooms
- guidance office
- nurse's office
- 5,400 sf gymnasium
- cafeteria



PS 78Q Annex

New 2,500 sf expansion

- 2 classrooms
- 2 offices
- bathroom



PS/IS 113Q

2-story addition and alterations to existing building

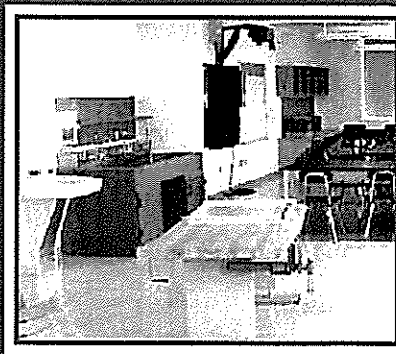
- 2 science labs with prep rooms
- kitchen and cafeteria
- art, music, and resource rooms
- 5,400 sf gymnasium
- library
- medical and guidance suites



Jonas Bronck Academy (IS 228X)

Interior build-out of 4th and 5th floors in new 12-story commercial building

- multi-purpose room
- library
- kitchen
- cafeteria
- separate entrance with elevators and lobby



Casita Maria Center for Arts and Education (IS/HS 269X)

New 6-story building, with junior high on floors 1-5, and Casita Maria, a local Bronx non-profit, on 6th floor

- multi-purpose room with stage
- dining area
- dance/exercise room
- art studio
- music room
- library



American Martyrs School (PS 188Q)

Renovation of leased space for students pre-k thru 4th grades



New Utrecht HS (Brooklyn)

2-story addition and renovation of existing building

- kitchen
- cafeteria
- 13 classrooms
- staff offices



PS/IS 49Q

3-story addition

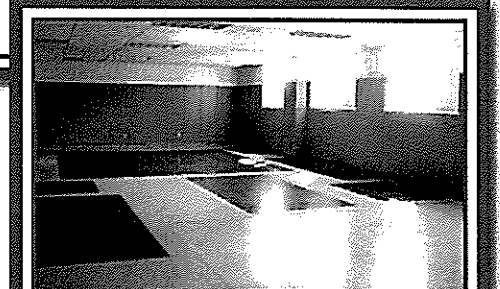
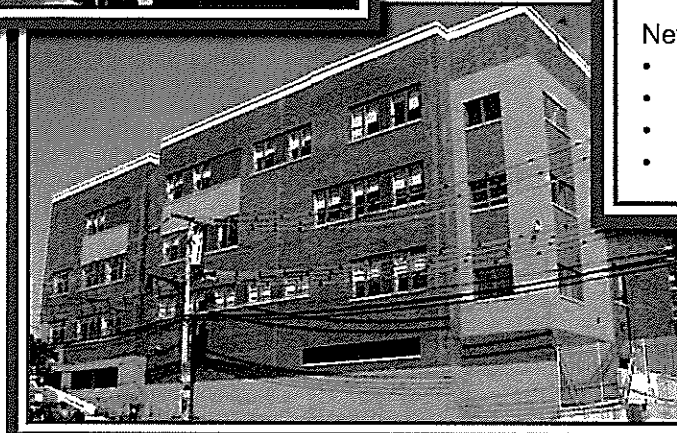
- music suite
- science lab/demo room
- gymnasium
- library
- guidance, medical and SBST suites

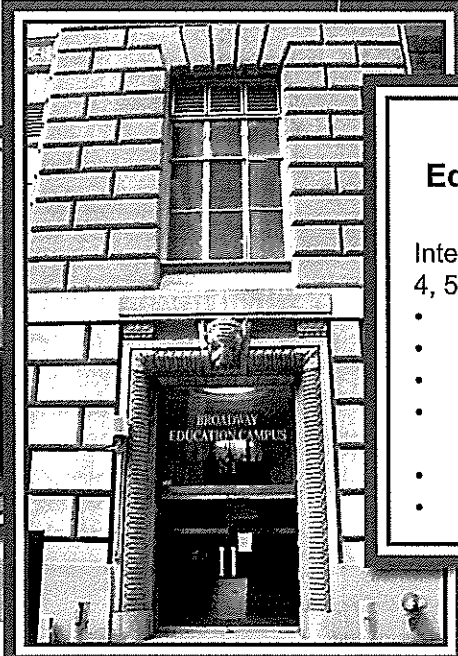
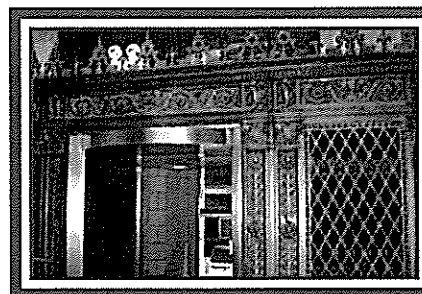


Willie Ella Paschal Bowman Campus (PS 169X)

New 4-story building for pre-k thru 3rd grade

- 20 standard classrooms
- multi-purpose room
- cafeteria/kitchen
- medical office





Broadway Education Campus (Manhattan)

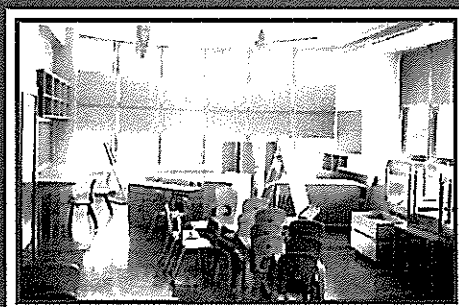
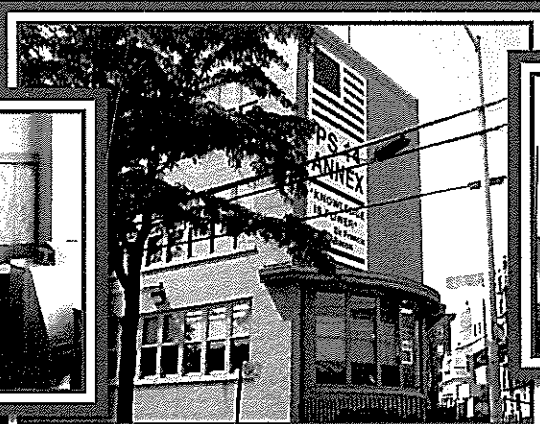
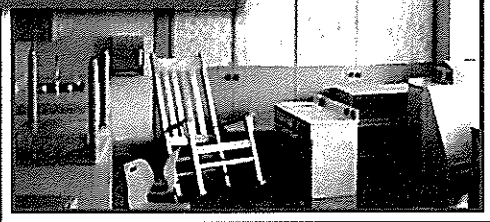
Interior build-out on floors
4, 5 and 6

- 28 classrooms
- kitchen
- library
- virtual enterprise classrooms
- science labs
- cafeteria/auditorium

PS 14Q Annex

Interior and
exterior
renovation

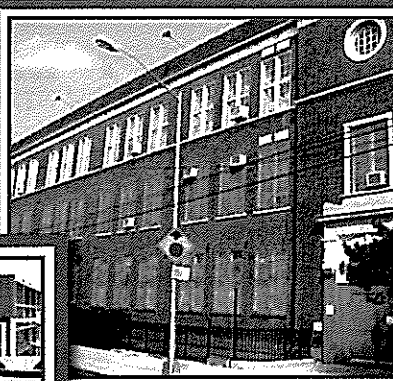
- kitchen
- windows
- roof
- electrical upgrades



Rev. James A. Polite Campus (Bronx)

3-story building renovation of 2 high schools

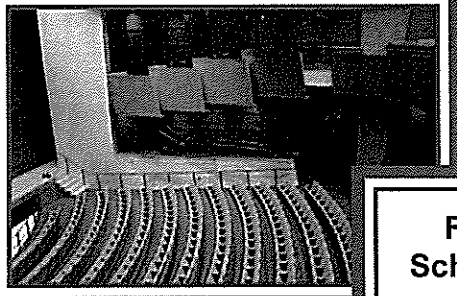
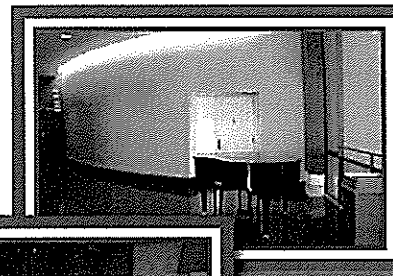
- gymnasium
- auditorium
- cafeteria



Our Lady of Good Counsel (PS 151M)

Renovation of 4 floors in an existing building

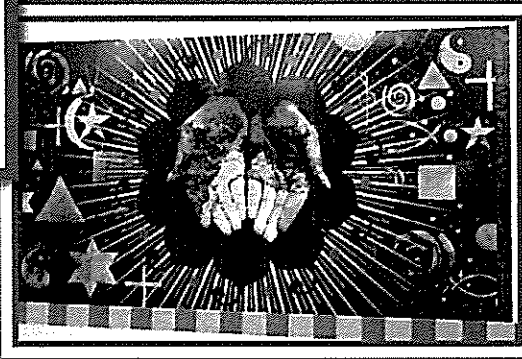
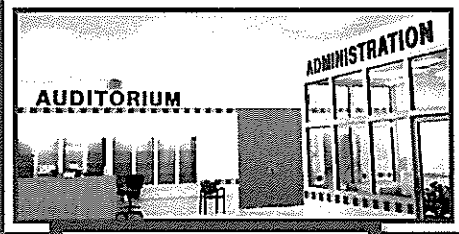
- public address system and alarms
- upgraded boiler and heating system
- cafeteria
- bathrooms
- multi-purpose room



Frank Sinatra School of the Arts HS (Queens)

New 5-story building

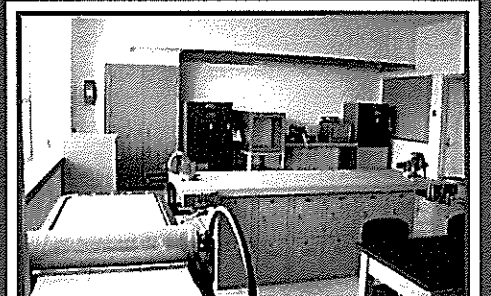
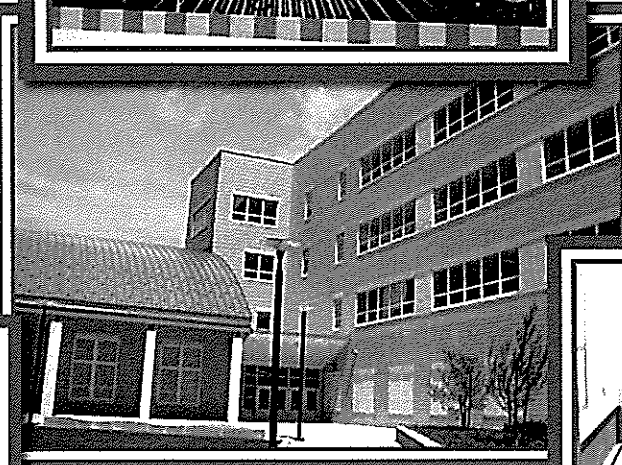
- 2 dance studios
- art studio and lab
- orchestra and music rooms
- science rooms
- roof terrace
- 2 black box theaters
- 800 seat theater with balcony
- media center
- stagecraft lab



James Monroe HS Campus Annex (Bronx)

New 4-story
building for 2 high
schools

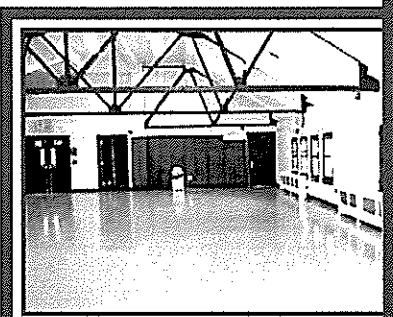
- gymnasium
- auditorium
- cafeteria
- library
- District 75



St. Thomas Aquinas (PS 133K)

Interior and exterior renovation

- repairs to external doors and windows, and gym floor
- new warming kitchen
- upgrade electrical
- added communication and data access



FOR THE RECORD

TESTIMONY

Oversight: DoE's Proposed Capital Plan Amendment

Presented to:

New York City Council, Committee on Education
Hon. Robert Jackson, Chair

Wednesday, December 16th, 2009



The Council of School Supervisors & Administrators
Ernest Logan, President
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Good afternoon, Chairman Jackson and distinguished members of the New York City Council's Committee on Education. My name is Ernest Logan, and I am the President of the Council of School Supervisors and Administrators (CSA). CSA is the collective bargaining unit for 6,100 Principals, Assistant Principals, Supervisors and Education Administrators who work in the New York City public schools. I want to thank you for this opportunity to submit testimony about the Department of Education's (DoE) proposed 2009 amendment to the 2010-2014 five-year capital plan for schools.

On behalf of New York City's school leaders, we want to especially recognize the work that the City Council has done in the past year to seriously address the need to expand school capacity. The Council played a critical role this past fall in getting the DoE and the School Construction Administration (SCA) to agree to increase the number of new classroom seats in this amendment to the five-year plan by a total of 5,123.

While we have to acknowledge that the DoE has added some new capacity seats in this amendment, as a result of advocacy by the City Council, we still believe it is not nearly enough to address the need to reduce overcrowded classrooms in city schools.

We understand that the current severe economic slowdown and corresponding lack of tax revenues are significant obstacles to providing greater city funds for new school construction in this amendment. Yet, we believe that advocating for and protecting a child's right to learn is a critical priority for our city's future. We believe that the City can take a responsible approach to capital investment in schools that takes into consideration both the realities of the economic slowdown and a firm commitment to providing all children with the opportunity to learn.

In the last week, we have reached out to school leaders citywide to find out about capacity and utilization issues in their schools. We have heard from many school leaders that overcrowded classrooms and inadequate facilities remain, even several months into the school year, major problems in all of the five boroughs. As school leaders, one of our mandates is to make sure our students come to school and learn in a safe and secure environment. Overcrowding reduces the quality of the learning environment.

Right now, in classrooms across the city, school leaders have told us that overcrowded conditions are making it unsafe for students and staff; making teaching harder; making learning more difficult; turning student schedules upside down; impacting the ability of students to get the credits needed to graduate on time; creating situations where classes are being held in hallways and closets; and infringing on after school and extra curricular activities. These conditions contribute to diminished test scores and graduation rates, higher absenteeism, and a lesser likelihood that students will go on to higher education and be prepared to find work in today's job market.

In light of the many overcrowded classrooms in schools across New York City and the significant impact that these conditions are having on limiting the educational opportunities of our children, we would like to discuss concerns with capacity estimates

and class size targets used for the proposed amendment. To communicate these concerns, we would also like to share some examples from school leaders on how these issues are playing out in their schools. But before we get to these points, we would like to discuss the basic substance of the proposed amendment.

ABOUT THE AMENDMENT

The proposed amendment adds 5,183 new elementary and middle school classroom seats to the 25,194 that were included in the five-year capital plan adopted in June 2009 for a total of 30,377 seats. The proposed amendment, based on the same \$11.3 billion funding level as the previously adopted plan, reflects a minor decrease in the recommended number of seats in four school districts and an increase in nine districts. The majority of the new seats will be located in districts in Brooklyn and Queens.

Changes to the original plan were made based on more recent information about enrollment patterns and population changes within districts, according to the amendment. According to the DoE, the additional seats will not require any new funding but instead will be paid for by re-estimating construction costs and through the reallocation of existing resources.

CONCERNS WITH THE PROPOSED AMENDMENT

Capacity Estimates

Despite the additional seats, the proposed amendment still allows for a lot of overcrowding due to inaccurate school capacity estimates. Specifically, the current capacity figures are highly flawed and underestimate the actual level of overcrowding at many New York City Schools. As a result, the new classroom seats created with this amendment will fall short of reducing overcrowding in many schools.

The official figures on capacity and utilization are used by the DoE to assess how much additional space should be created through this amendment to the capital plan to reduce overcrowding. The “Blue Book,” the document produced annually by the SCA, assigns each school a figure in percentage form to represent school utilization. This figure is based on the official capacity of each school, according to the DoE, and is derived from their estimate of how many students the school should be able to hold and educate.

Most school leaders believe that the DoE miscalculates the capacity figures in the Blue Book for their own schools by increasing the number of students that their buildings will hold. Although the DoE confers with Principals when calculating capacity need for the Blue Book, many school leaders have reported in our recent survey ongoing battles with the DoE over their schools’ capacity ratings and have expressed resentment at being assigned excessive numbers of students, particularly when they tried to use available funding to reduce class size.

In an informal survey of school leaders conducted by CSA during this past week, we heard about the following examples that would raise concerns about capacity estimates:

- “The DOE and SCA have taken space away and have not listened to the Principals or discussed the issues of space.”
- “The building is made for 850 students and we have 1,235 this year. We use locker rooms and hallways for instruction.”
- “The auditorium and cafeterias are used for instruction”.
- “Closets and backrooms in our library are used for classrooms.”
- “We have three lunch periods in our lunchroom which takes away from our gym periods which take place in the lunchroom which functions as a multi purpose room.”

As these examples show, rooms intended for other purposes were converted to classroom use to alleviate what was hoped at the time would be temporary overcrowding. However, it is likely they were permanently counted as classroom space as a part of their school building’s capacity. Consequently, the DoE’s capacity numbers understates the need for more seats because it counts as part of a school’s capacity most of the cluster rooms that the school had to convert to regular classroom use to accommodate surging enrollment. Cluster rooms are necessary to teach art, music, computer skills, and some science curricula.

While increased capacity and the reduction of overcrowding is critical, these goals should not be achieved through the loss of cluster rooms and gymnasiums, or the conversion of storage rooms and offices not intended for classroom space. It is essential that all schools have sufficient dedicated rooms for art, music and science for the student population so that New York State standards can be implemented.

We would like to offer the following suggestions for reforms in capacity estimates that are for this proposed amendment to the capital plan:

- The DoE should revise the “Blue Book” formula to determine the actual level of school capacity and reflect the ongoing loss of cluster space, including art, music, and science rooms, and the existence of substandard and temporary spaces.
- Furthermore, the DoE should change the “Blue Book” formula in how capacity is determined by taking into account the need to provide sufficient cluster space and remove temporary classroom space from future capacity reports.
- In addition, the DoE and the SCA should work closely with school leaders, teachers, parents and others to revise these official capacity numbers, so that they fairly and transparently evaluate this need and do not under represent these needs in school capacity estimates.

Class Size Targets

In addition to capacity estimates, class size is another concern for school leaders in terms of this proposed amendment. In particular, the new capacity in this proposed amendment

will be inadequate to reduce class sizes as required under the Campaign for Fiscal Equity (CFE) lawsuit. The proposed amendment is based on capacity numbers that assume higher class sizes than the DoE's official target numbers. To provide an appropriate frame of reference, the DoE should measure school capacity based on the DoE's official class size reduction targets.

Specifically, this proposed amendment is based on class sizes targets that reflect the CFE's targets of 20 students in K-3 and 23 students in 4-12 classes. However, while the proposed amendment supports the achievement of these targets, it instead uses capacity targets of 20 students in K-3, 28 per class in middle schools, and 30 students per class in high schools. Two of these class sizes are significantly higher than the four-year targets required under the Contract for Excellence implemented pursuant to the CFE lawsuit.

Despite the City's financial circumstances that make it difficult to invest in reducing class size, we believe that class size targets are important to maintain. In response to budget cuts and enrollment increases, class sizes rose significantly this year. In an informal survey of school leaders conducted by CSA this past week, we heard from many that their class sizes had grown too large to provide a quality education:

- "Though class sizes are regulated for: 25 K, 28 grades 1-3, 32 grades. 4 & 5: these numbers are impossible for students and teachers to be held to the growth expectations and individualization that is expected. I attempt to keep class size down to reasonable numbers. I have a difficult time due to available space."
- "We have the maximum number of students in each classroom."
- "Grades 1-8 have 30 students in each class."
- "Almost all classes are at the maximum size of 30, 32 or 34. PE classes are overcrowded."
- "There are no reduced size classes in the early grades."

These examples show that the problems of overcrowding have become so pervasive that many school leaders have been unable to add enough new classrooms to accommodate all of their students and that their classes are now routinely exceeding the contractual limit. In determining the need for new capacity, it is essential that the DoE address the class size reduction goals for K to 12, as laid out in the Contract for Excellence.

- In order to improve the assumptions used for this proposed amendment, we recommend that the DoE's Blue Book target methodology be updated to reflect the Contract for Excellence target of 23 students per class for grades 4 through 12.

This change is essential if officials are to understand the true level of overcrowding in the school system as well as to accurately assess the future needs. We must, at the very least, show how far we are from meeting class size targets, and what progress is being made towards meeting these targets.

CONCLUSION

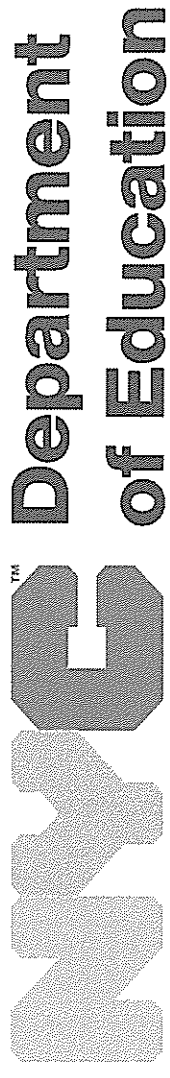
We encourage the City Council to push for these changes in capacity estimates and class size targets before this proposed amendment is adopted as part of the Mayor's capital budget. With these changes, we can more effectively make the capital investment in our schools that is necessary for meeting basic educational goals.

Given the ongoing crisis in overcrowding, we have both a legal and moral obligation to address the need to reduce class size and expand school capacity. We must make greater strides in addressing the capacity constraints of the school system and improving facilities to support the instructional needs of our children. We must invest in new schools if we care about our children and the future of our city.

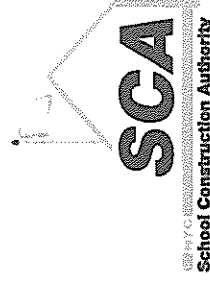
CSA applauds the Council's Education Committee for understanding the importance of public input on this important issue by inviting our testimony at today's oversight hearing. We are grateful for the opportunity to speak today, and would be pleased to provide whatever additional information you may require.

Respectfully submitted,

Ernest Logan
President, CSA



Building on Success FY 2010 – 2014 Five Year Capital Plan



New York City Council Hearing
December 16, 2009

FY2010 – 2014 Department of Education Capital Plan

FY2005 – 2009 Capital Plan Highlights

FY2010 – 2014 Capital Plan Proposed November Amendment

- Summary
- Capacity
- Capital Investment

SUMMARY OF FY2005 – 2009 CAPITAL PLAN

Obligated \$9.0 billion in three years

Awarded 118 new capacity projects

Funded approximately 55,000 new seats

Completed more than 33,800 seats

25 new school buildings will open this September

Awarded over 4,000 CIP and Reso A projects

Completed over 2,900 CIP projects

Obligated over \$450 million in Mentor contracts

FY2010 – 2014 CAPITAL PLAN PRIORITIES

Address capacity need on a neighborhood basis

Ensure the stability of our existing facilities

Continue Instructional Enhancement Program

Allocate limited resources effectively

FY2010 – 2014 Adopted Plan vs. Proposed Amendment

	February 2009 Adopted	November 2009 Proposed
Total Budget	\$11.3 billion	\$11.7 billion
Capacity	\$5.2 billion	\$5.4 billion
Capital Investment	\$6.1 billion	\$6.3 billion
Number of seats	25,194	30,377

Increase in Funding: ~\$300M – Reso A; ~\$100M - Rollover

FY 2010-14 Capital Plan Components (Proposed November Amendment)

Capacity: \$5.4 billion

Capital Investment: \$6.3 billion

Total: \$11.7 billion

Capacity - \$5.4 Billion

New Capacity:

\$4.0 billion

(30,377 seats, including roll over (8,480))

Charter/Partnership

\$210 million

Replacements:

\$1.2 billion

(Primarily expiring leases--assuming 1/3 sites being replaced)

New Capacity

Total 5th Plan new seat creation:

30,377 (includes 4th Plan rollover; 2,300 funded for design)

- PS/IS seats: 27,706

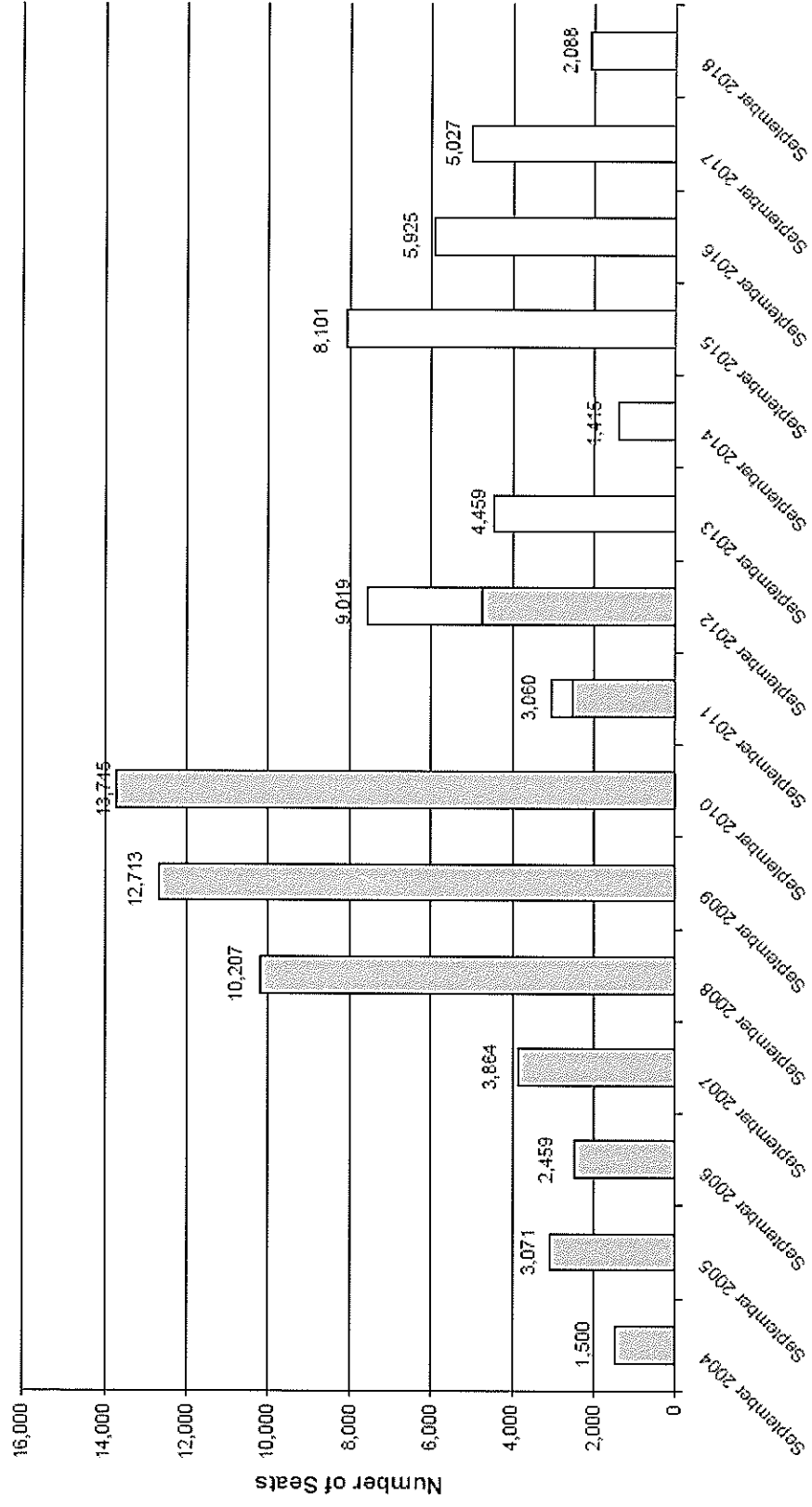
- Manhattan
- Bronx
- Brooklyn
- Queens
- Staten Island

- IS/HS seats: 2,671

- Rollover from 4th Plan: ~ 8,480 seats

- In process from 4th Plan: ~ 21,000 seats
(over 12,700 delivered in September 2009)

85,000 Seats Created Through FY 2005 – 09 & FY 2010 – 14 Capital Plans



Seat Delivery by School Year

□ 2005-09 Capital Plan Seats □ 2010-14 Capital Plan Seats

INFORMATION USED TO DEVELOP PLAN

The following data were used in developing elements of the Capital Plan and are available on the SCA or DOE Websites:

- Enrollment Projections
- Projected Housing Starts and Rezoning Projects
- Projected Public School Ratio (Housing Multiplier)
- Enrollment, Capacity and Utilization Report (Blue Book)
- Facilities Realignment Strategies Prospectus
- Building Condition Assessment Survey

Proposed PS/IS Capacity Changes by District

DISTRICT	ADOPTED FY2010 - 2014 PLAN NEED	NOVEMBER 2009 AMENDMENT RECOMMENDATIONS	PROPOSED NET CHANGE IN NEED BY DISTRICT
2	3,296	3,666	370
10	1,154	1,248	94
13	416	360	-56
14	738	612	-126
15	1,459	2,214	755
20	2,630	3,046	416
22	738	1,154	416
24	2,630	4,302	1,672
27	951	832	-119
28	500	416	-84
29	0	738	738
30	3,010	3,701	691
31	1,248	1,664	416
TOTAL PS/IS	22,523	27,706	5,183

Capital Investment - \$6.3 Billion

Capital Improvement Program:

> Addresses only the most urgent conditions (primarily projects rated 5 under BCAS)

\$ 2.1 billion

Children First Initiative:

> Technology & Facility Enhancement Programs

\$ 1.6 billion

Mandated Programs

> Remediation/Code and Fixed Programs

\$ 2.3* billion

*Plus an additional \$300M in Council, Borough President and Mayor/Council funding

Capital Investment

Capital Improvement Program: \$ 2.1 billion

Addresses only the most urgent conditions (primarily projects rated 5 under BCAS)

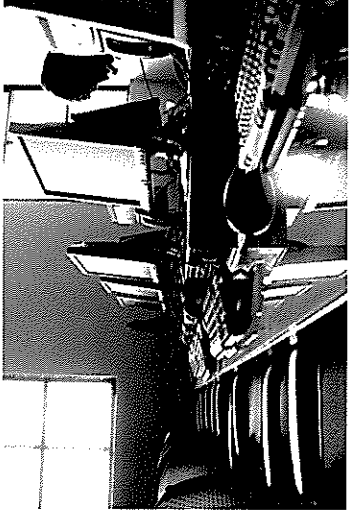
> Exterior	\$1.34 billion
> Interior	\$633 million
> Other	\$139 million

Mandated Programs

\$ 2.3 billion

- > Remediation/Code & Fixed Programs
(Including Insurance, Emergency, Completion Costs)

Capital Investment (cont.)



Children First Initiatives: \$ 1.6 billion

Technology

\$780 million

Facility Enhancements

\$858 million

- > Facility Restructuring
- > Science Labs
- > Safety & Security
- > Accessibility
- > Physical Fitness
- > Libraries & Auditoriums

\$ 305 million
\$ 125 million
\$ 100 million
\$ 75 million
\$ 222 million
\$ 31 million

PROCESS ENHANCEMENTS INITIATED UNDER FY2005 – 2009 CAPITAL PLAN

Plan Approval Process:

- Community Education Council Review
- Council Briefings
- Public input process – City Council and CEC Priorities

Communication

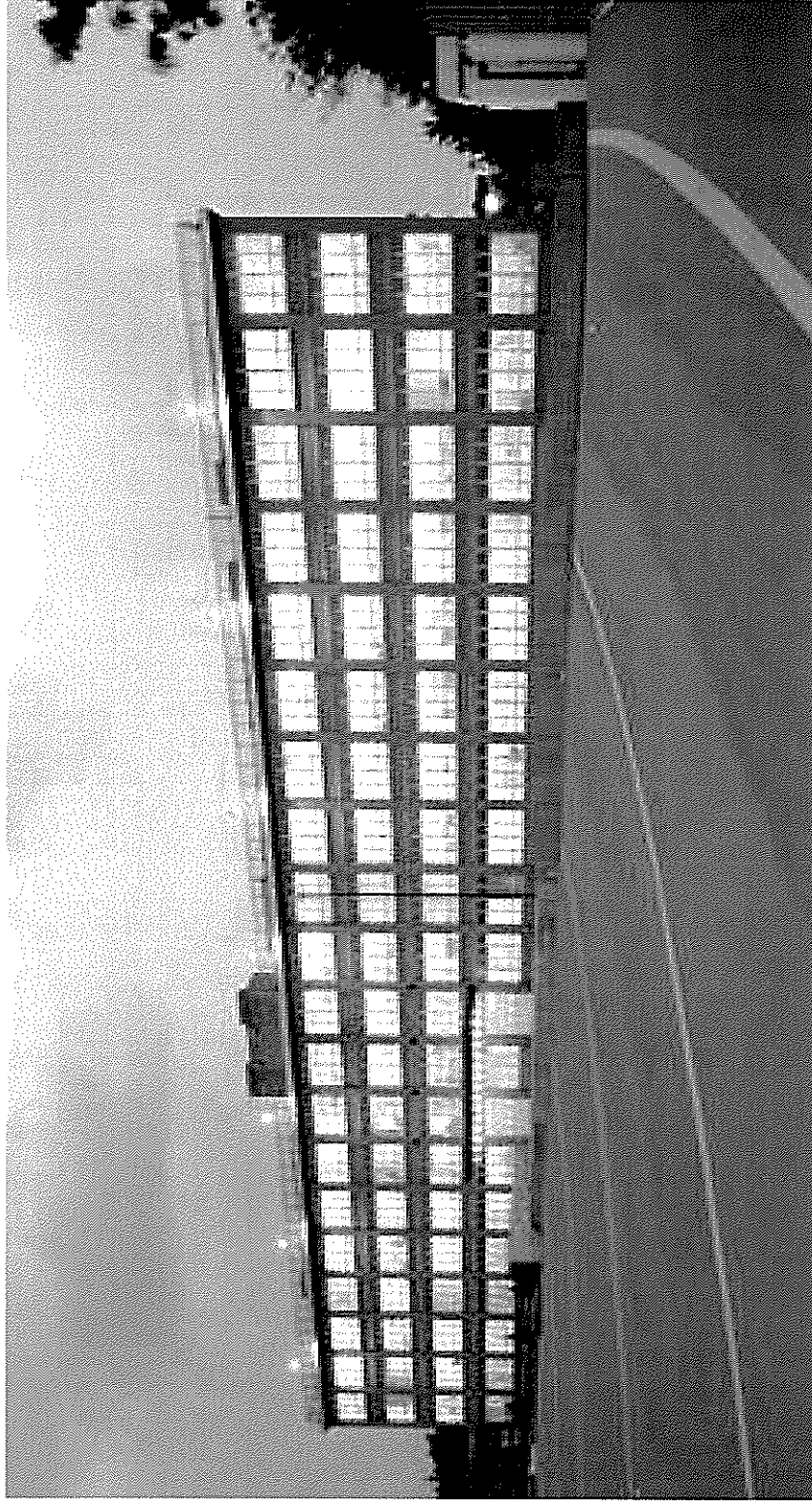
- Reso A Brochure
- Environmental Fact Sheet

Plan Implementation:

- Vendor Access System
- Change Order System
- Value Engineering Program

Elmhurst Educational Campus - Queens

SBLM/Angeliades



September 2008 Occupancy

Luperon High School – Manhattan

Bostwick Purcell/Citnalta



Telecommunications High School - Brooklyn

STV Inc./TA Ahern



September 2008 Occupancy

Adams Street Complex - Brooklyn

Gran Kriegel/Angeliades

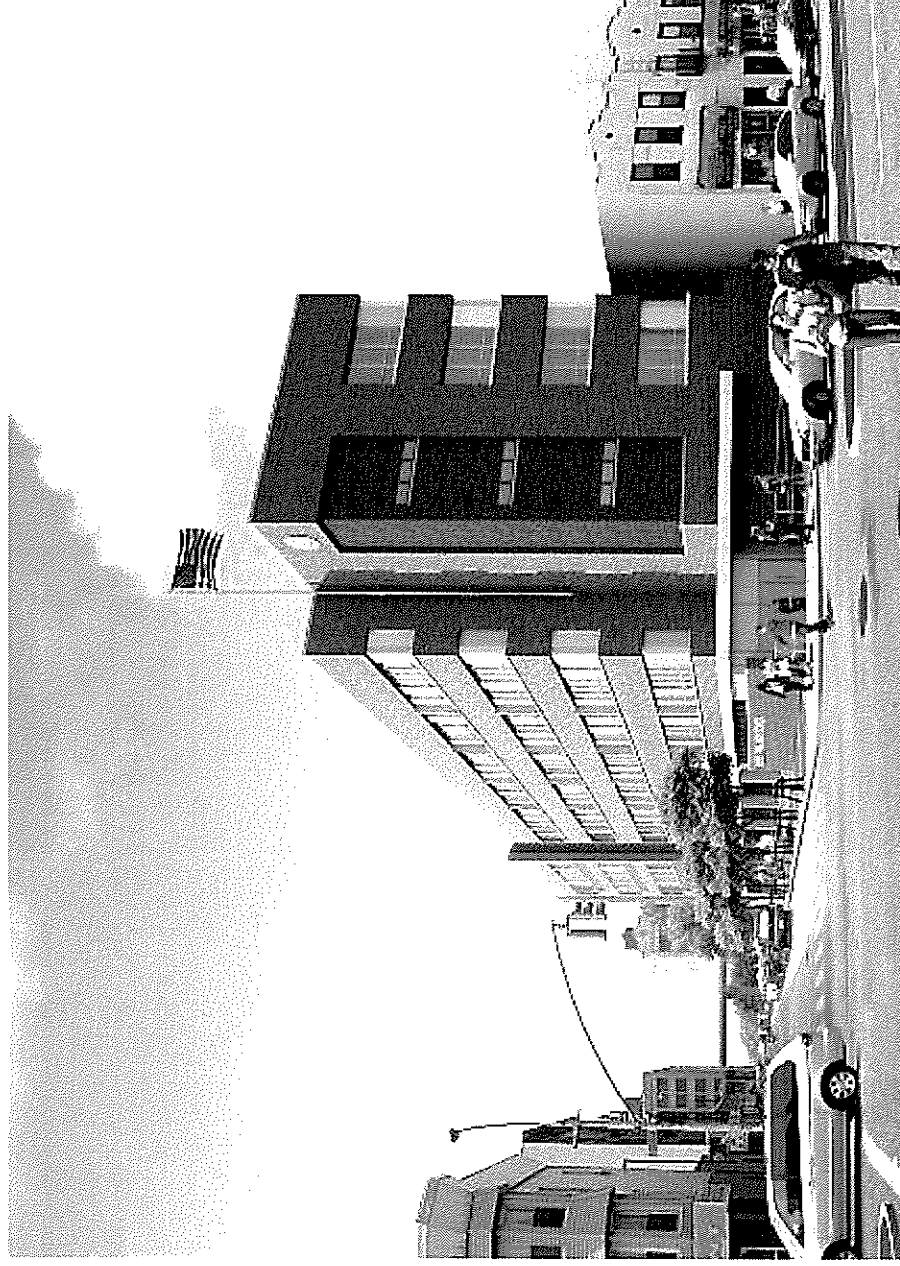


Old PS 15 – Staten Island

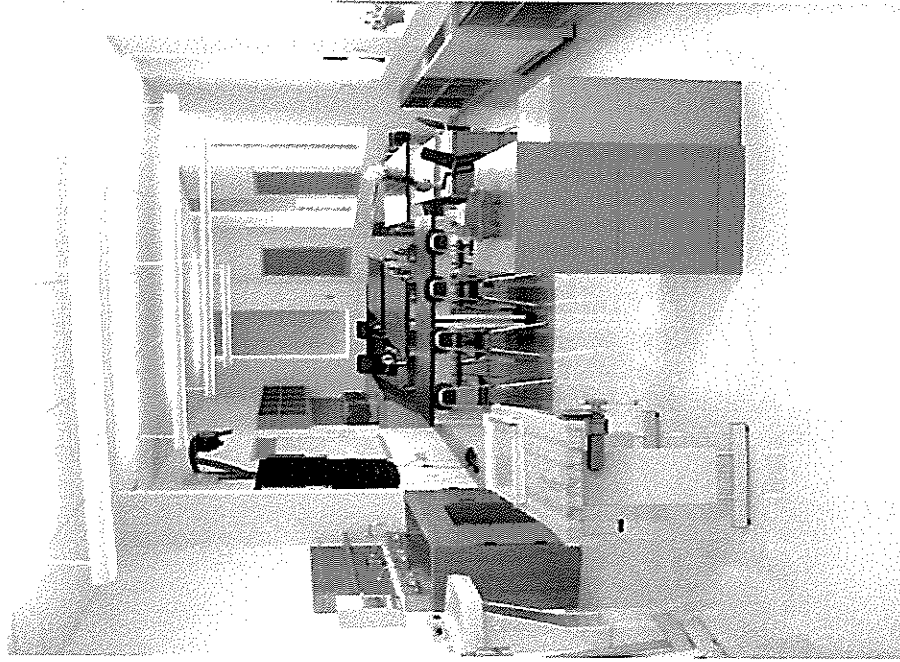


Sunset Park High School - Brooklyn

Hillier Group/DeMatteis



Jonas Bronck Academy - Bronx

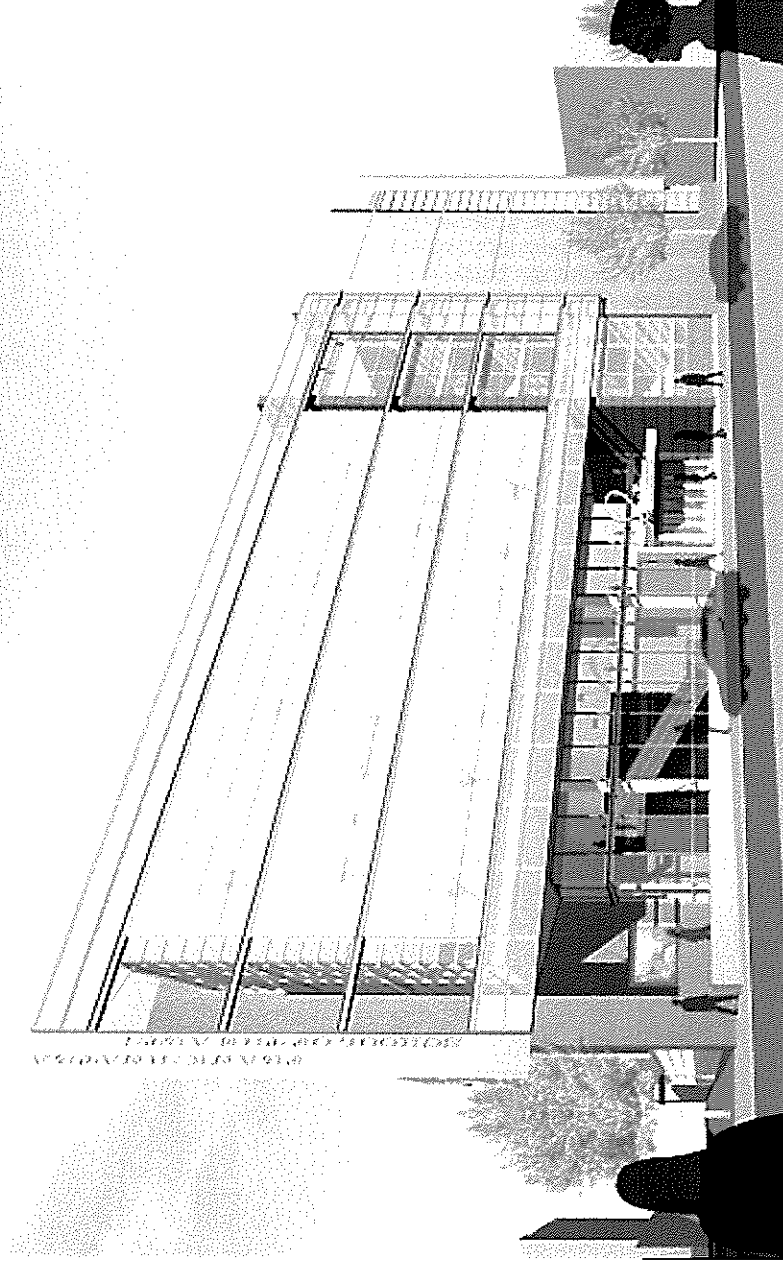


James Monroe Campus Annex - Bronx



Frank Sinatra High School - Queens

Polshek Partnership/DeMatteis



PS 113 Addition - Queens

Anderson La Rocca Anderson Haynes

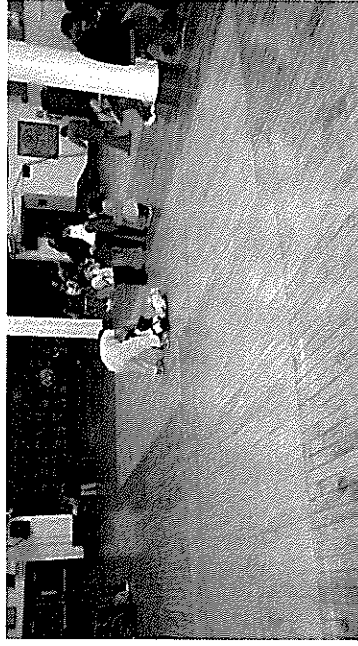


September 2009 Occupancy

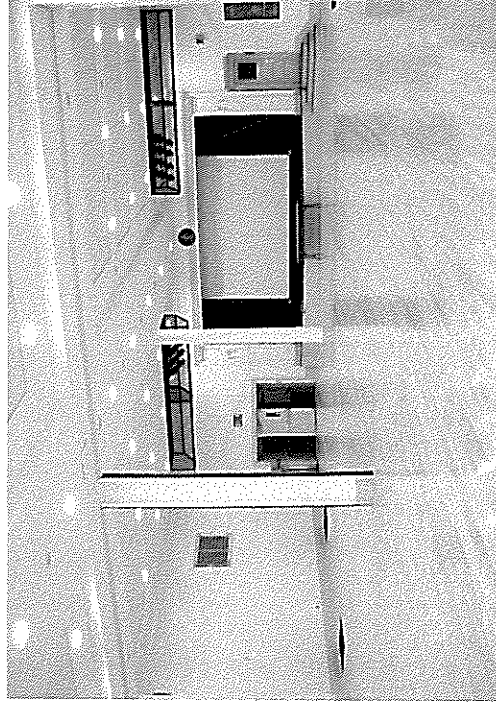
PS 102 Addition - Queens



CAPITAL IMPROVEMENT PROJECTS



PS 3M Auditorium (Before)



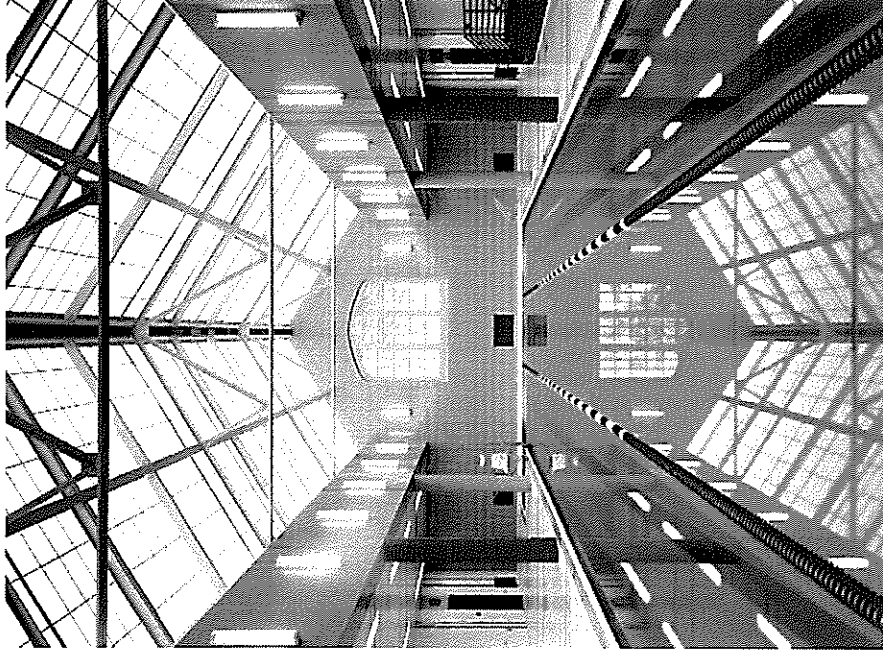
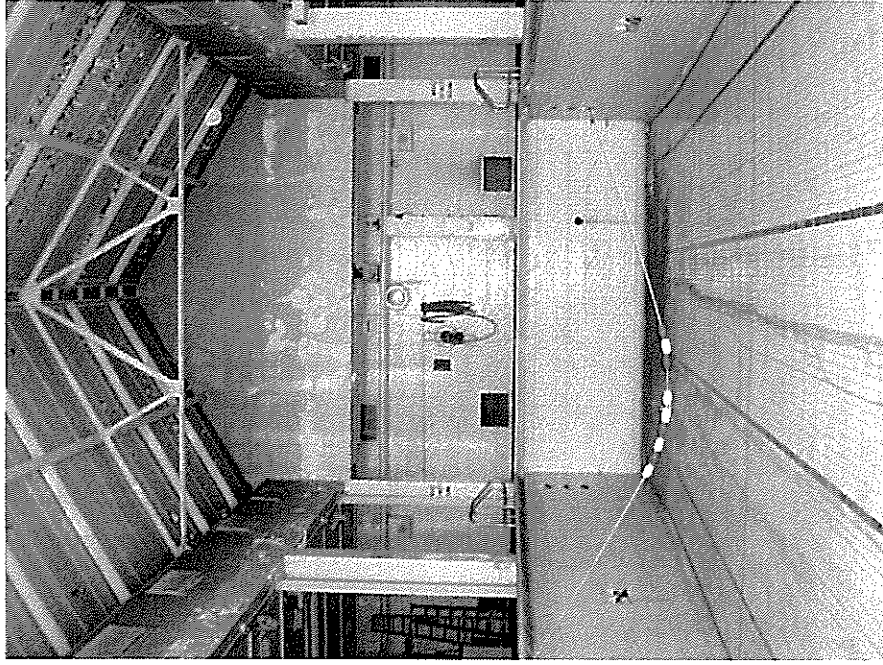
PS 290M (Before)



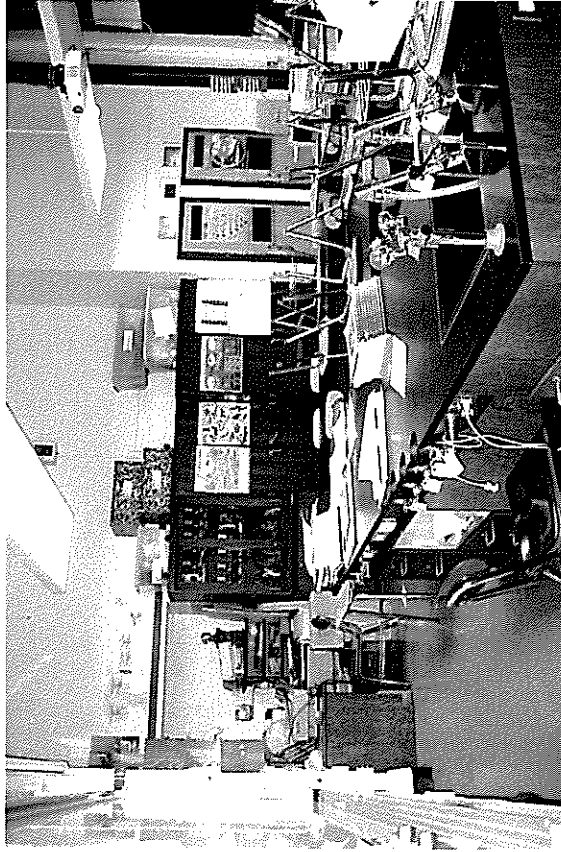
PS 3M Auditorium (After)

PS 290M Exterior Masonry and Windows (After)

Capital Improvement Projects (PS 70X)



RESOLUTION A (RESO A) PROJECTS

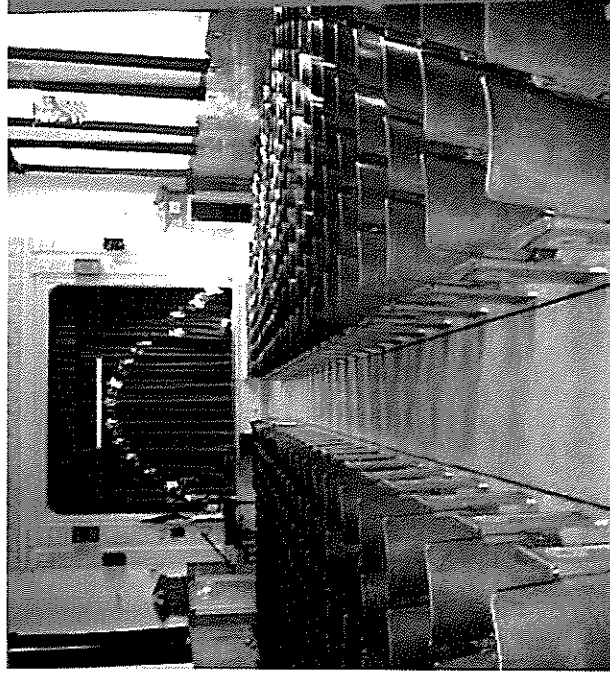


PS/IS 137K Science Lab



PS 229Q Library

PS 71X Reso Auditorium Upgrade



Before



After

Metropolitan Campus - Queens

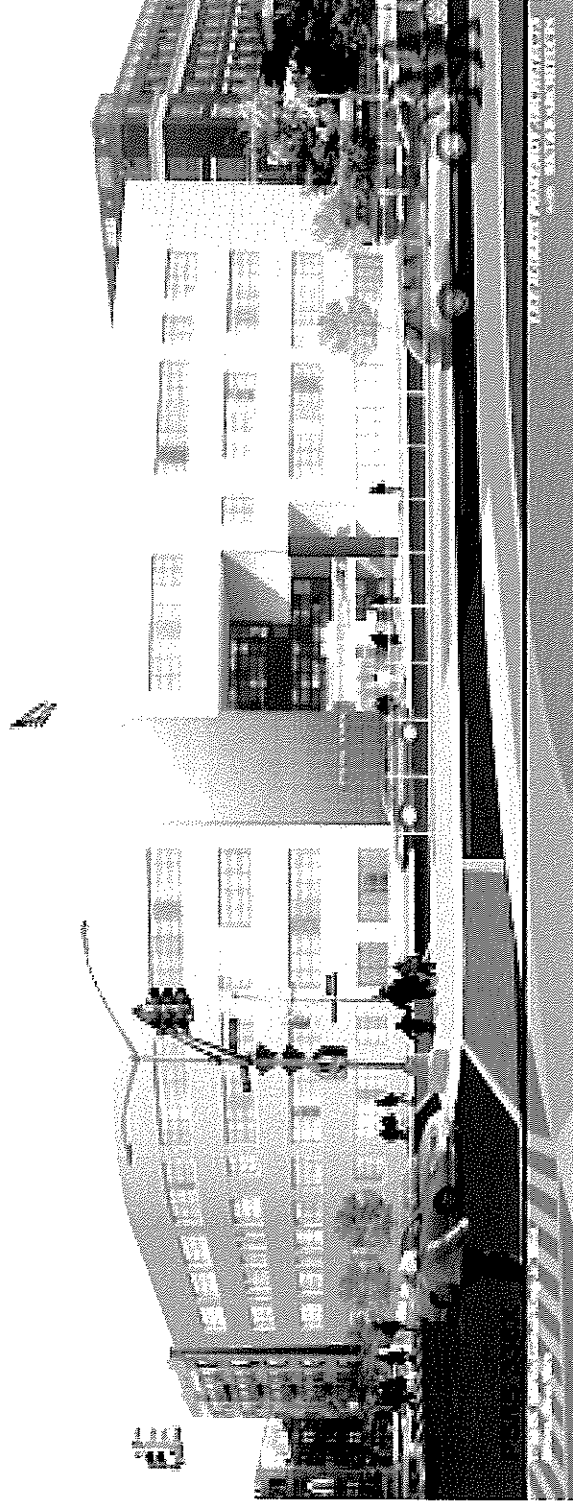


Early Childhood Center 361 @ PS 94 - Bronx



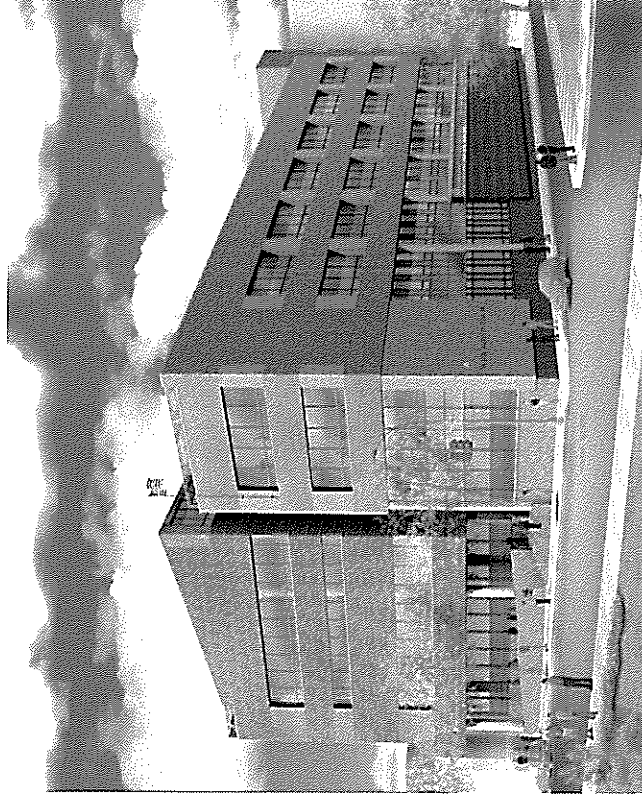
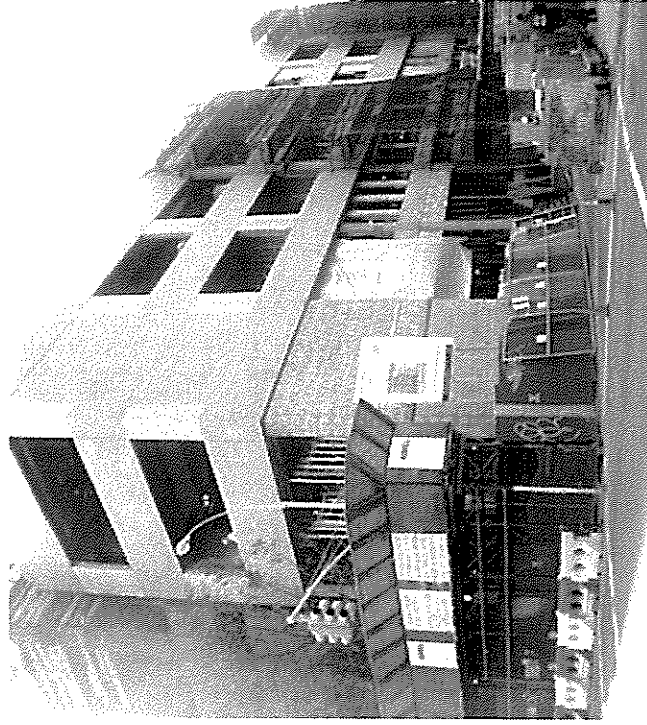
Anticipated Occupancy: September 2010

PS/IS 338 - Bronx

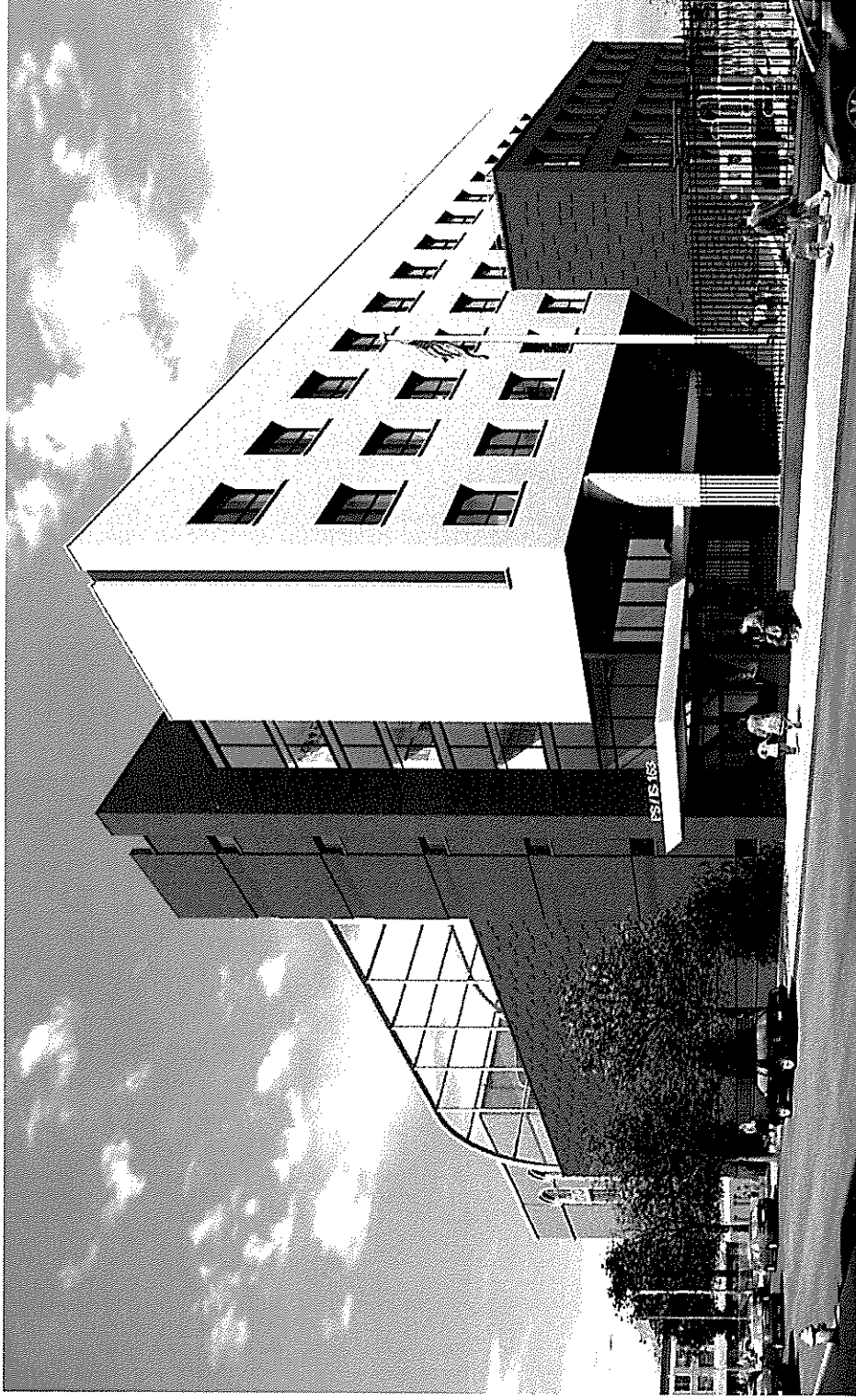


Anticipated Occupancy: September 2010

Eagle Academy for Young Men - Bronx



PS/IS 163 Annex - Brooklyn



Anticipated Occupancy: September 2010

Harbor School - Governors Island



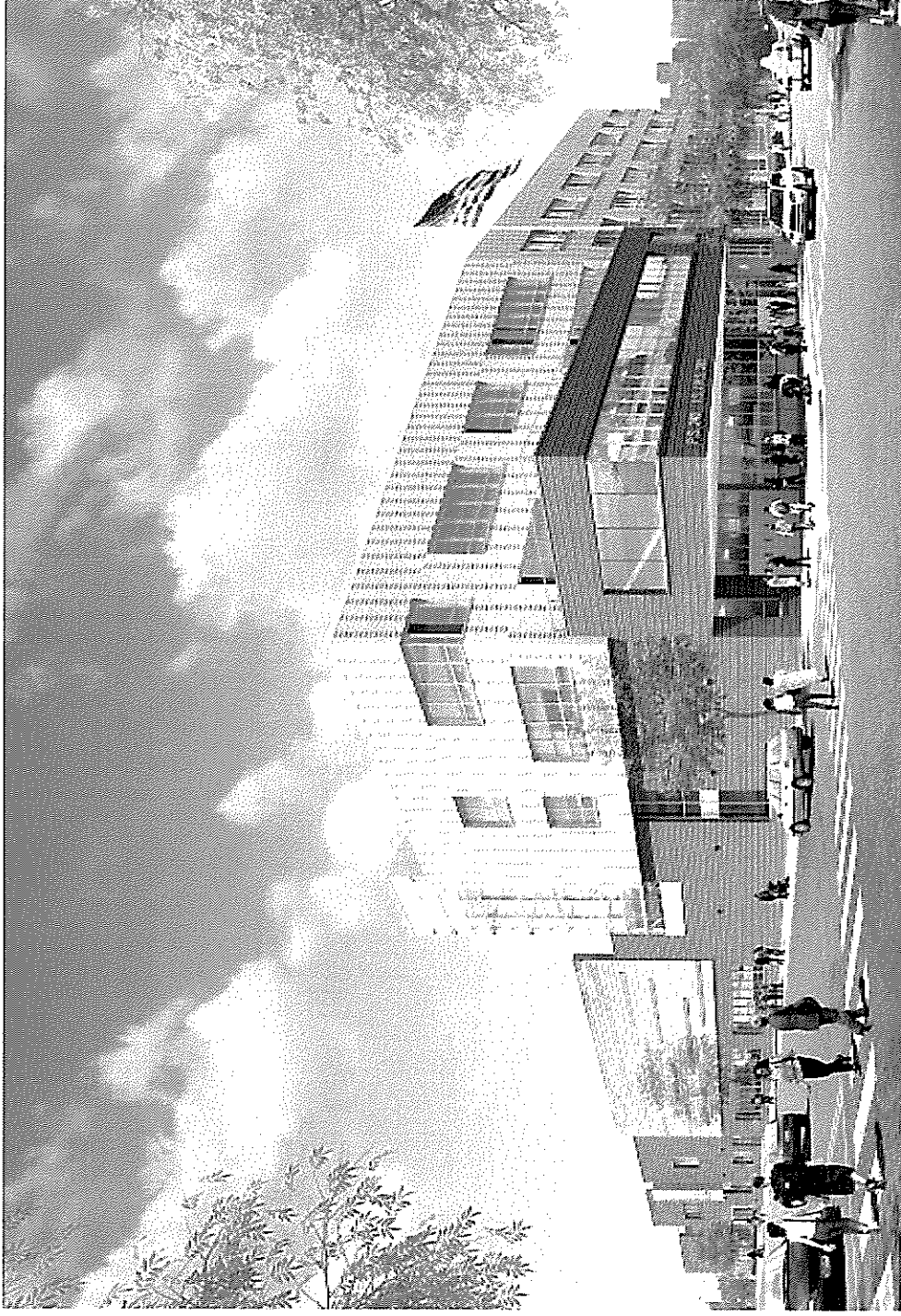
PS/IS 276 – Battery Park City



Mott Haven Campus - Bronx



New Settlement Community Campus - Bronx



**Testimony of United Federation of Teachers
Vice President Richard Farkas**

On

The Proposed Capital Plan Amendment

Before

The New York City Council Education Committee

December 16, 2009

Good afternoon, Chairman Jackson and honorable members of this committee. My name is Richard Farkas, and I am the Vice-President of Junior High and Intermediate Schools for the United Federation of Teachers. I want to thank you on behalf of our 200,000 members for this opportunity to comment on the proposed capital plan amendment.

As you know, overcrowded schools and rising class sizes are a reality in neighborhoods all across this city, and it's no secret that these conditions directly affect the quality of a child's education. When you imagine what typical middle or high school kids must go through each day, it's not hard to see why: Pushing through crowds just to get to your classroom. Getting to that classroom and finding it packed to the rafters. And forget about getting any sort of individualized instruction --- some students struggle just to find a seat.

The collateral damage of these conditions is clear: higher absenteeism rates, threats to student safety, educators having a harder time controlling classrooms, less time for kids who need help, and ultimately, lower student performance. The capital plan is the key to solving a great many of these problems, which is why the UFT is so passionate about getting it right.

To their credit, the Department of Education (DOE) and the School Construction Authority (SCA) did the right thing by listening to the various concerns expressed about the capital plan by our Community Education Councils and at least attempting to address some of them. The public review process is crucial in these matters because school overcrowding and class size are priorities for parents and educators.

However, while this proposed amendment in some ways improves on the initial capital plan, much more must be done before we are going to meet the needs of our kids. There are major issues that still need to be addressed, and we once again want to urge the Council to consider the proposed capital plan in the context of three parallel goals:

- 1) We must alleviate the existing pervasive overcrowding citywide that is hampering student learning every day;
- 2) To do so, we must provide sufficient additional classroom space to accommodate the additional classes that will be created by the reduction of class sizes in accordance with the Contracts For Excellence agreement; and
- 3) We must provide appropriate space for specialized instruction, such as art, physical education, science labs, libraries, etc.

It's clear that even if the amendment were to be adopted, the capital plan would still fall far short of the number of seats we need. Specifically, the amendment proposes to fund the new capacity program at \$4 billion, an increase of \$248.5 million over the adopted plan, and it proposes that 30,377 seats be built, representing an increase of 5,183 elementary and middle school seats over the adopted plan's 25,194 new seats.

But even if those new seats were to be created, it wouldn't be enough to fully address the need. Last year, working in conjunction with parent groups, education advocates and elected officials, we launched what we call "A Better Capital Plan" campaign. Our comprehensive research and analysis showed that approximately 167,000 new school seats are needed to fully eliminate trailers and other temporary spaces, eliminate overcrowding and reduce class size to the goals in the city's CFE-mandated class size reduction plan. The amendment falls short of that by about 137,000 seats. That means many of our students will continue to struggle to learn in overcrowded schools with large class sizes.

Further, the amendment's proposed increase in funding is not sufficient to support the full development of the 30,000 new seats contained in the amended plan. The amendment notes that 2,300 of the 5,183 additional seats are being funded for design only and their construction would not be funded until the next capital plan. We should also note that the 5,183 additional seats would be funded in only nine districts and the 2,300 new seats being funded for design only are limited to four districts.

Another four districts – 13, 14, 27 and 28 – would actually receive fewer new seats in the amendment's proposal. And, as the amendment notes, the adopted plan's numbers include 8,480 seats rolled over from the last capital plan, which will likely result in increased costs due to inflation while construction is delayed.

Another important point to note: The amendment does identify 16 sites for new schools, as opposed to seven in the original plan, but there is only one high school building planned for Brooklyn and only two for Queens. We believe that number fall far short of what the need will be.

Compounding the existing need could be another 20 or more school closures that the DOE recently proposed. If the DOE implements this plan, nearby schools will be even more overcrowded when they take on the additional children displaced by the closures.

Looking at the big picture, this proposed amendment does not specify how much each of the new schools will cost or how costs will be contained, nor does it include a discussion about how the new seats will be used to address overcrowding and class size issues as part of a coherent and comprehensive strategy. It is imperative that the DOE and others monitor enrollment and utilization rates very carefully, particularly in the chronically overcrowded parts of the city. There are a few districts where there will be enrollment growth on top of existing overcrowding; Districts 2 and 20 in particular have both current and future problems.

On the topic of class size, the proposed amendment ties the initiatives on class size with the state-mandated Class Size Reduction Plan, just as the initial capital plan did. That is, class sizes are assumed to be 20 in grades K-3, 28 at the middle school level and 30 in high schools. This does not comply with the state Contracts for Excellence because the targets of the Class Size Reduction Plan are lower, specifically 19.9 in grades K-3, 22.9 in grades 4-8 and 24.5 in grades 9-12 core courses.

Right now, average class sizes are 22 in K-3, about 25 in grades 4 and 5, almost 27 in grades 6 to 8 and 27 in grades 9-12, and those numbers are up each of the last two years despite some \$300 million of Contract For Excellence funding specifically allocated to lower class size over that period. The failure to use targeted class size reduction funds for their intended use is another example of mismanagement at the Department of Education, and something for which they have yet to be held accountable.

The Department of Education recently issued its 2009-10 Preliminary Class Size Report showing that average K-3 class size rose almost six percent from 2007 to 2009 while high school classes rose almost 3 percent in that time. A September audit by the city comptroller's office showed that the DOE used more than 25 percent of the money targeted to early grade class size reduction to cover its own portion of the budget for 245 schools rather than to lower early grade class sizes as intended.

Almost half of all core subject high school classes are larger than 30 students, and fully one-quarter of high school social studies classes across the city are at 34 or larger.

In some overcrowded districts average class sizes are high. For example, in District 29 in Queens the average 5th-grade general education class has 27 students. In the Bronx's District 11 the average 7th-grade class has more than 28 students. In District 22 in Brooklyn and District 26 in Queens, the average high school geometry and U.S. History classes have 34 students.

We note again that these average class size increases occurred despite huge funding increases meant to lower class sizes

Here are three additional issues to consider as you weigh the adoption of this proposed amendment:

- The amendment proposes a \$79 million reduction in funding for the Facility Replacement Program, which funds new sites for leased school space where leases have expired or where schools must vacate current locations. However, both the adopted plan and the amendment call for the program to create 9,000 seats. How will that be possible if the cut is made? And in terms of the bigger picture, what steps are being taken to reduce the system's dependence on costly leases?
- Funding for the capital improvement program to repair and maintain school exteriors and interiors would be reduced by \$77 million under the amendment. While we can appreciate the financial constraints on the capital plan and the many needs for capital funds, we feel that the DOE and the School Construction Authority (SCA) are settling for keeping pace with only the worst school conditions and addressing only those that must be fixed. The school system should have learned by now the serious consequences of delayed maintenance and

insufficient investment in the infrastructure of existing buildings.

- The \$35 million cut in the Children First program initiatives is relatively small, down from \$1.673 billion to \$1.638 billion. However, the cut is targeted mostly at upgrades for libraries and auditoriums where, sad to say, too many classes are now held in schools struggling to cope with severe overcrowding. The cut will only make things worse when better libraries and auditoriums are needed most.

Last year when we talked about the original capital plan, we talked about how this city had a chance to be bold and act aggressively; to bring all of the parties to the table in pursuit of a collaboration that would seize on a “can-do” moment in the city’s history. At the time, the UFT and others were still pushing hard for a federal stimulus program that would put funding into shovel-ready jobs.

While the economy remains fragile, we still have an opportunity to give our public school children the school facilities they deserve. We can work with the building trades on project labor agreements and we can also cultivate public/private partnerships in order to keep these vital projects moving forward. What we can’t afford is to repeat the mistakes of the 1970’s fiscal crisis, when disinvestment in schools led to generations of students and their families paying a much higher price.

We know that the DOE and the SCA are trying to respond to some of the major concerns about the adopted plan that they have heard from the UFT, parents, educators and education advocates. They’ve begun moving in the right direction, and we can only hope that they will continue to be mindful of public concerns as they try to strike the right balance in addressing the school system’s capital needs in the months and years ahead. We at the UFT stand ready to work with them on these important matters.

###



THE CITY OF NEW YORK
OFFICE OF THE PRESIDENT
BOROUGH OF MANHATTAN

SCOTT M. STRINGER
BOROUGH PRESIDENT

**Testimony of
Manhattan Borough President Scott M. Stringer**

Before the City Council Committee on Education on DOE's Proposed Capital Plan Amendment
December 16, 2009

I would like to thank City Council Speaker Christine Quinn and Education Committee Chair Robert Jackson for holding this important oversight hearing on the City's amended Capital Plan for schools.

As we all well know, our teachers and students continue to face significant challenges associated with overcrowded conditions in our public schools. Alongside advocates and other elected officials, I have expressed my concerns about these conditions for the past two years. I have convened the Manhattan School Overcrowding Task force, chaired by Leonie Haimson, Executive Director of Class Size Matters, and Patrick Sullivan, our PEP appointee, which has done outstanding work analyzing crucial enrollment and class size data and making critical, forward-thinking recommendations. In addition to joining a coalition to fight for "A Better Capital Plan" for new school construction, I have chaired regular "war rooms" with the DOE, elected officials, and parents to address overcrowding on a neighborhood by neighborhood basis. Finally, my office has produced three reports, documenting the DOE's inadequate approach to assessing school capacity issues, flawed methodology in estimating enrollment trends, and a failure to plan proactively to resolve future overcrowding issues.

Despite these efforts, the response from the DOE has fallen short of our expectations. Although I am pleased that the DOE's amended Capital Plan commits to an increase of some 5,000 much needed seats in the five boroughs through new building construction, the reality is that we simply need more seats.

I am extremely concerned about the few seats being created in Manhattan, given the projected increases in enrollment. We are seeing rapid growth in District 3, resulting in increased class sizes and loss of cluster spaces, yet no provisions have been made to accommodate these realities. Furthermore, the amended plan calls for the creation of 370 additional seats in Manhattan's District 2 through new building construction, yet DOE has not increased the number of school buildings that it plans to construct in District 2. How will 370 seats be created through new building construction if no such plans are made?

Finally, the amended Capital Plan proposes using realignment strategies to free up 1400 seats in Manhattan, yet this number was 2,400 in the previous 2010-2014 Capital Plan. To the best of

our knowledge, no clear explanation has been given for the loss of these 1000 seats. Based on my calculations, between the 370 seats we are slated to gain through new building construction and the 1,000 we seem to lose through realignment strategies, Manhattan appears to be facing an overall loss of 630 seats.

When you look closely at the amended plan, problems that many of us have pointed to for years, including fundamental flaws in DOE's methodology and issues of transparency, are still very much present. I do applaud DOE for agreeing to analyze overcrowding and capacity at the neighborhood rather than district level. When employed correctly, this strategy allows for a more accurate picture of where large class sizes are most problematic, and enables a targeted response. However, there is limited evidence to suggest that DOE has used this strategy in the manner intended in the amended plan. The rationale for how and why seats are being distributed where they are throughout the five boroughs is unclear. Districts 20 and 24, for example, are slated to receive over 100% of their actual need in seats, while other districts in greater distress will receive far below their level of need.

Moving forward, here is what I believe must happen so that all our students have access to the quality education to which they are entitled:

1. DOE should make public the needs analysis it conducted for the amended Capital Plan, which informed the decision to reduce the total number of new and realigned seats in Manhattan and to distribute new school seats throughout the five boroughs in the manner it did.
2. The City Comptroller should periodically conduct an independent needs analysis of school seats that will be required five and ten years down the line, accounting for the need to improve enrollment projections, reduce class size, and provide sufficient cluster space.
3. DOE should submit to the City Comptroller and Borough Presidents a written justification of its use of student enrollment forecasts it uses, so long as they continue to employ forecasts different from those of the Department of City Planning. We think this is necessary because DOE's enrollment numbers are frequently inaccurate. Their justification should include residential construction trends, geographically accurate birth rates, census and survey data, and an explanation of how DOE has factored in current enrollment trends. This information should be made available to the public.
4. The Manhattan Borough President's Office and City Comptroller should conduct periodic audits to assess assumptions, methodology and conclusions DOE makes about student enrollment levels, which inform school construction plans.

We understand the immense challenge DOE faces in safely placing the million-plus students it serves each year in classrooms. But these issues bring us back to a worn and tired conversation about the need for DOE to be open, clear and transparent with regards to its methodology and actions, which frankly often make no sense. The resulting inefficiency comes at the cost of our children's education and well being.

I look forward to working with you to ensure that public school children get the education that they deserve. Thank you very much for your time.



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Testimony of Leonie Haimson, Class Size Matters
on the amended 2010-2014 five-year capital plan
before the NYC Council Education committee

December 16, 2009

Thank you for the opportunity to speak to you today; my name is Leonie Haimson and I'm Executive Director of Class Size Matters.

In October 2008, along with 80 elected officials, community groups, advocates, and unions, we released a letter to the Mayor, asking for an expanded capital plan to meet the critical objectives of eliminating existing overcrowding, reducing class size to mandated levels, and dealing with projected enrollment growth.¹

This letter followed the release of three different reports, from the City Comptroller's office, the Manhattan Borough President, and the Campaign for a Better Capital, all of which pointed out how the city's process of planning for schools was broken, and was incapable of providing our children with a quality education. Following the release of our letter, the city released its proposed five year capital plan; and cut the number of seats by 60 percent compared to the previous plan.

We testified last spring that the number of seats was totally inadequate to meet the goal of eliminating overcrowding, reducing class size, and allowing schools to regain their lost cluster and specialty spaces.

This fall, the DOE added 5,000 new seats to the 25,000 already in the plan. We thank them and thank you, the chair of this committee, for your continued advocacy on this issue. However, these 5,000 seats will not be sufficient – not nearly.

They will only provide a small fraction – only about one third – of those necessary to address existing overcrowding – and reduce class size to mandated levels. I include updated charts by district that show the need for seats in each district, compared to the seats in the amended plan.²

The greatest need for new capacity continues to be in our high schools, where as of the latest data in the DOE's own "blue book", 57% of our high school students – about 167,000 students – attend

¹ See "Letter for a Better Capital Plan," October 3, 2008; Appendix A in: A Better Capital Plan, October 2008; posted at <http://www.classsizematters.org/abettercapitalplan.html>

² See seats needs charts in Appendix.

overcrowded schools.³ Keep in mind that these figures are minimums, as many observers believe that the "blue book" underestimates the amount of actual overcrowding in our schools.⁴ And yet not a single new high school seat was added in the latest amendment.

DOE continues to talk about "pocket overcrowding". Yet our analysis of their own data shows that about 50% of elementary school students attend overcrowded schools and 57% of our high school students.

The proposed closing of large high schools, including Columbus, Maxwell, Jamaica, and Smith Vocational HS will only make things much worse; as the new small schools they plan to put in their place have smaller enrollments, are phased in gradually over time, and lead to the flooding of high needs students elsewhere, as many reports have shown.⁵

Each large high school phased out leads to the downfall of other nearby high schools. Moreover, they are talking about closing Paul Robeson high school, with over one thousand students; and replacing it with no school at all!

They claim instead that *"the majority of those seats will be recovered with the phase-in of new schools throughout the City and available seats in existing high schools."*⁶ Yet they are planning on building about one thousand new seats in the entire borough, less than three thousand citywide. Meanwhile, more than 50 percent of high school students in Brooklyn attended overcrowded schools as of the 2008-9 school year – at least 43,000.⁷

As you know, although required by the Contracts for Excellence, the DOE refuses to align either its capital plan or its utilization formula with its class size reduction plan. Target class sizes in the "blue book" are far larger than the class size goals; and when the city reports on how many seats they have built in new schools, they continue to be reported in the form of "historic" class sizes, which are at or near maximum class size in every grade.⁸ This clearly shows that they have no intention of reducing class size any time in the next five years.

What do we see for the future? In our elementary schools, 49% of our students –243,000 – attend overcrowded schools. This is not "pocket overcrowding". This is a systemic problem in our schools that will soon get much worse.

For many years, the DOE has claimed that there is no need for many more new seats except in a few neighborhoods, since the enrollment projections by the Grier partnership predict continued

³ These figures are calculated according to the "target" utilization figures of 100% or over in the DOE's capacity, utilization reports. See Chart A.

⁴ Emily Horowitz and Leonie Haimson, "How Crowded Are Our Schools? New Results from a Survey of NYC Public School Principals," October 3, 2008, posted at <http://www.classsizematters.org/principalsurveyresults.html>

⁵ See esp. Center for New York City Affairs at The New School, "The New Marketplace: How Small-School Reforms and School Choice Have Reshaped New York City's High Schools," June 17, 2009.

⁶ NYC DOE, "Educational Impact Statement :Proposal for a Significant Change in the Utilization of School Building K625: Phase-Out and Eventual Closure of Paul Robeson High School (17K625), dated Dec. 8, 2009.

⁷ See chart A.

⁸ See chart B: Historic vs. target vs. DOE's class size goals.

citywide decline in the total number of students attending elementary and middle schools through at least 2016—the latest year for which they provide projections.⁹

Yet our analysis of the latest enrollment figures in the “Blue book” show that between 2007-8 and 2008-9, enrollment was already growing citywide in elementary and middle school buildings, by nearly 4,000 students.

And while Grier projects continued declining enrollment in all boroughs through 2016, we find that according to the DOE’s own data, elementary school enrollments increased between 2007 and 2008 in all boroughs except Brooklyn and the Bronx.

What’s the difference? The Grier projections do not include any charter school students, and yet, as these demographers themselves out, ***“From the standpoint of making reliable projections for the traditional public schools, it is imperative to have available accurate and up-to-date data on the student populations of the charters.”***¹⁰

This is especially true, given that these projections are used by the DOE to estimate the need for space, since about three quarters of charter schools are housed in our school buildings. The Blue book data that we looked at includes those charter schools in DOE buildings.

From the 2006-7 to the 2008-9 school year, nearly half of all school districts (15 out of 31) saw growth at the elementary school level. ***From the 2007-8 to 2008-9 school year, more than two thirds of our districts experienced growth at the elementary school level (21 out of 31 districts.)*** So you can see that this appears to be an accelerating trend.

Where do we see the fastest growth? From 2006-7 to 2008-9, District 1 elementary school populations on the Lower East Side grew by 8.1% -- the most of any district. Yet the Grier projections have District 1 decreasing in enrollment until at least 2016. The second fastest growth was seen in D11, in the Bronx at 5%; then D 31 at 4.9%; and D2 in Manhattan at 4.2%.

As the Griers write, “When a school system’s enrollment trend begins to change – either to climb or to drop -- the effect is typically felt first in the lowest grades.”

While we don’t have any “blue book” data by grade, or any at all for this school year, we do have Kindergarten data from the class size reports.

This data shows that Kindergarten general education enrollments took a huge jump this fall, by nearly 5,000 students – the largest increase in at least ten years—with increases in every borough but Staten Island.

Indeed, every school district in the city except for Districts 7, 22 and 31 saw substantial increases in the number of Kindergarten students. Nine districts saw double digit percent increases and 14 districts saw increases of 8% or more. Remember that the DOE class size reports do not include charter school students; which if included, would likely add significantly to these numbers.

Now some of the jump in Kindergarten enrollment this year is certainly due from the city’s rash decision to close ACS day care centers, but some of it is also likely due to rising birth rates, increased development, and/or more families staying in the city when their children reach school age. If so, this bodes poorly for the future of overcrowding in our schools for many years to come.

⁹ Grier Partnership, “ENROLLMENT PROJECTIONS 2007 TO 2016 NYC PUBLIC SCHOOLS,” January 2008.

¹⁰ Grier Partnership, “ENROLLMENT PROJECTIONS 2005 TO 2014, NYC PUBLIC SCHOOLS,” Vol II., Oct. 2005.

What is astonishing is that the DOE appears so unprepared for this development, as they should have been if there had been any real attention to this issue at Tweed.

Instead, last spring, we saw waiting lists for Kindergartens, and this fall, huge increases in Kindergarten class sizes in nearly every district in the city – a 4.3% increase.

We now have larger classes in Kindergarten than any since the 1999-2000 school year -- averaging 21.7. Twenty six percent of our Kindergarten students are in classes of 25 or more. In the Bronx, more than one third of K students are in classes 25 or more, and in D 11, more than 50% Kindergarten students are in classes that size.¹¹

The crisis that angered voters last spring of Kindergarten wait lists, the busing of students, the increase in class sizes, and the loss of preK classrooms will soon erupt throughout the city, without an expanded and accelerated capital plan.

The problem of underinvestment in school facilities in the city has been long pointed out. In 1998, the City Comptroller found that NYC public schools were the most underinvested part of our infrastructure.¹² Since then, the city's capital spending on schools has steadily declined as a percentage of overall capital spending. Indeed, according to OMB financial summaries, the city's share of capital spending that will be invested in schools is at a long term low.¹³

How does the DOE expect to deal with the growing crisis? The last couple of years they have been scrambling, putting four year olds for waiting lists on Kindergarten, kicking out preKs and eliminating cluster rooms, and sometimes, at the absolute last hour, coming up with a leased space in a few neighborhoods. They shuffle one overcrowded school from one building to another, each year, like pawns on a chess board. But what is their long term plan? Do they even have one?

In answer to a question from a member of the Panel for Educational Policy, the DOE replied that ***"to add elementary school capacity where there are aggregate deficits in seats, under-utilized seats at other grade levels or in other districts can be repurposed."***¹⁴

In other words, they plan to send elementary grade students to middle or high schools, or to other districts altogether.

And where is the DOE's own needs analysis of how many seats would be required to eliminate overcrowding, reduce class size and meet the need of our growing population? They have never produced one. Or if they have, they refuse to release it.

This is why we desperately require independent, transparent and more reliable enrollment projections, as well as **an independent needs assessment**, from a city agency like the City's Comptroller's office, which could analyze this data and tell us what might be expected in neighborhoods throughout the city in the near future.

¹¹ See chart C, "K enrollment at 25 or more" by borough.

¹² Office of the City Comptroller, "Dilemma in the Millenium", 1998

¹³ See chart D.

¹⁴ NYC Department of Education, "Responses to Questions March 30, 2009 PEP Briefing".

We also need members of the City Council to further expand the capital plan, by reallocating the \$1 billion slated for new and expanded prisons in the Bronx and in Brooklyn, towards the alleviating the growing crisis of overcrowding in our schools.

We could nearly double essential new school construction if we reduce non-education priorities and re-directed capital spending towards school construction. How?

While our prison population is declining, our elementary school population is rapidly expanding. By canceling the expansion and construction of new jails in Brooklyn and the Bronx that community members don't want and the city doesn't need, could generate nearly \$2 billion for new school seats, as the state matches every dollar the city spends on new school construction..

The new police academy in Queens, slated to cost over \$1 billion, is also wasteful and should be downsized. It is slated to have a 35-acre campus, 250 classrooms, and include replicas of a subway station, bank, and bodega. *Yet there are only 250 police recruits this fall, and none planned for January. 250 police recruits do not need 250 classrooms.*

If we saved \$1.5 billion by eliminating unnecessary prison projects and downsizing the proposed police academy, this would generate nearly \$3 billion for new schools – nearly doubling the amount for new school capacity in the current plan, and providing an extra boost to the local economy as well.

Thank you for the opportunity to speak to you today.

Chart A

NYC school overcrowding

Data from DOE's Enrollment, Capacity and Utilization Report 2008-2009 (the "Blue Book")

Utilization Rate (Target)	PS [`]	MS [^]	HS ^{**}	D75 ^{***}	Total
# buildings 100% or over	446	29	88	9	572
% buildings 100% or over	49.12%	14.22%	41.90%	18.00%	
# students	243,035	27286	166,963	2,019	439,303
% students	48.87%	14.02%	56.90%	19.44%	
# buildings under 100%	462	175	122	41	800
% buildings 100% or under	50.88%	85.78%	58.10%	82.00%	
# students	254,300	167286	126,445	8,366	556,397
% students	51.13%	85.98%	43.10%	80.56%	
total buildings	908	204	210	50	1372
total students	497,335	194572	293,408	10,385	995,700
percentage total students in buildings 100% or over					44.12%

[^]includes PS/IS & IS/HS

[`]excludes D75 schools

^{**}includes ALT & D78 schools

^{***}many of these buildings already counted in elementary school category
no target - historical for D75 presumably same as target

Chart B

Contractual vs. "historical", "target" and C4E class size goals

	UFT Contractual maximum	"Historical" class sizes in the DOE "blue book"	"Target" class sizes in the "blue book"	City's C4E class size goals by FY 2012
Kindergarten	25	25	20	19.9
1-3 rd grades	28	25	20	19.9
4-5 th grades in Title 1 schools	32	25	20	19.9
4-5 th grades in non-Title 1 schools	32	31	28	22.9
6-8 th in Title 1 schools	30	28	28	22.9
6-8 th in non-Title 1 schools	32	30	28	22.9
Core classes in High school	34	34	30	24.5

Chart C

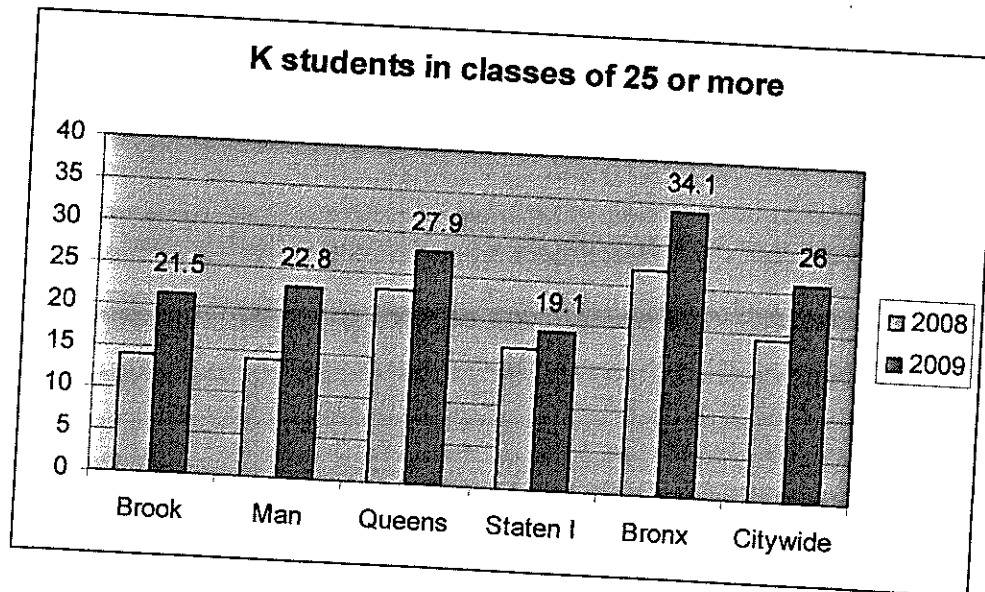
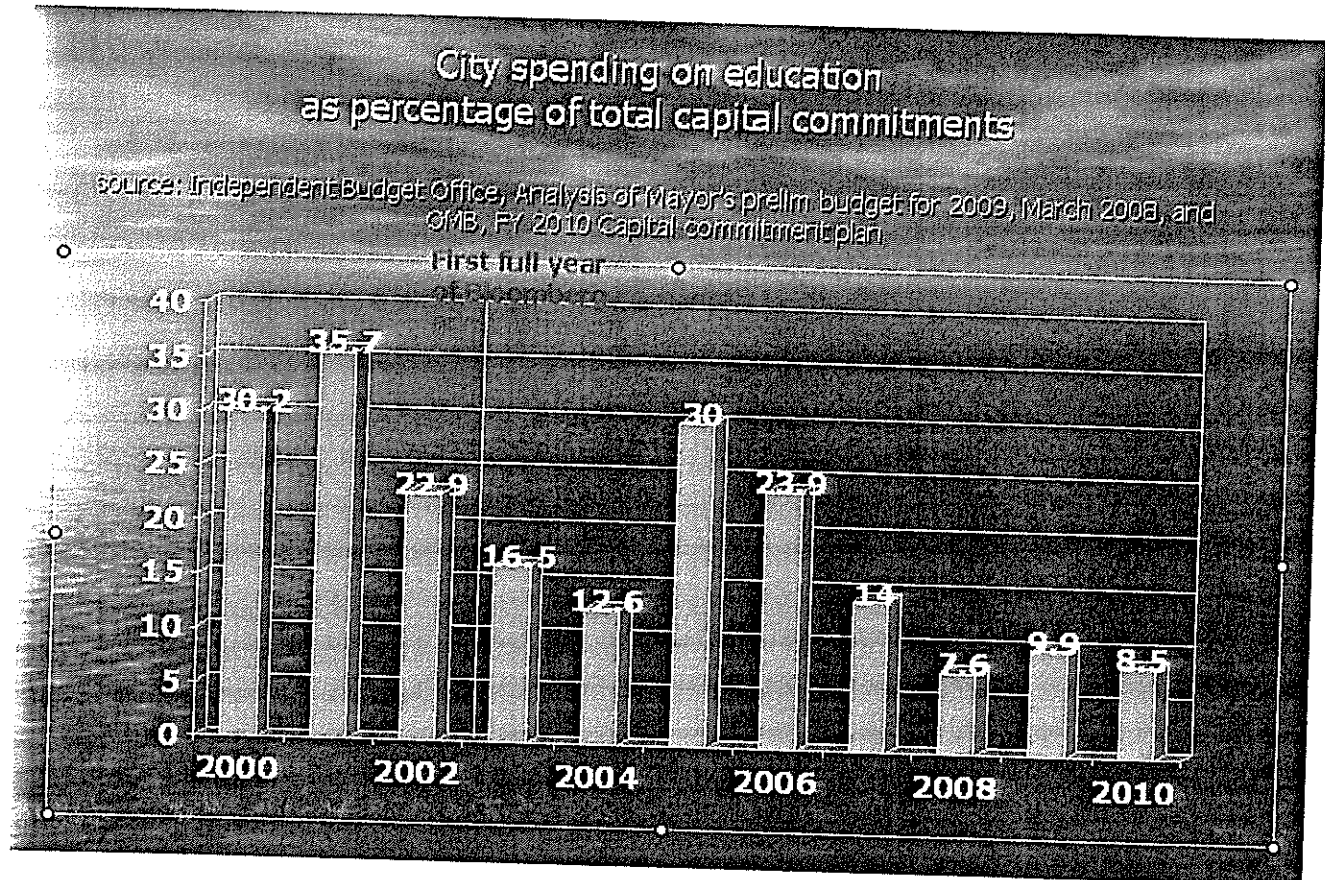
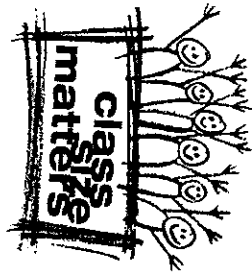


Chart D:



December 14, 2009



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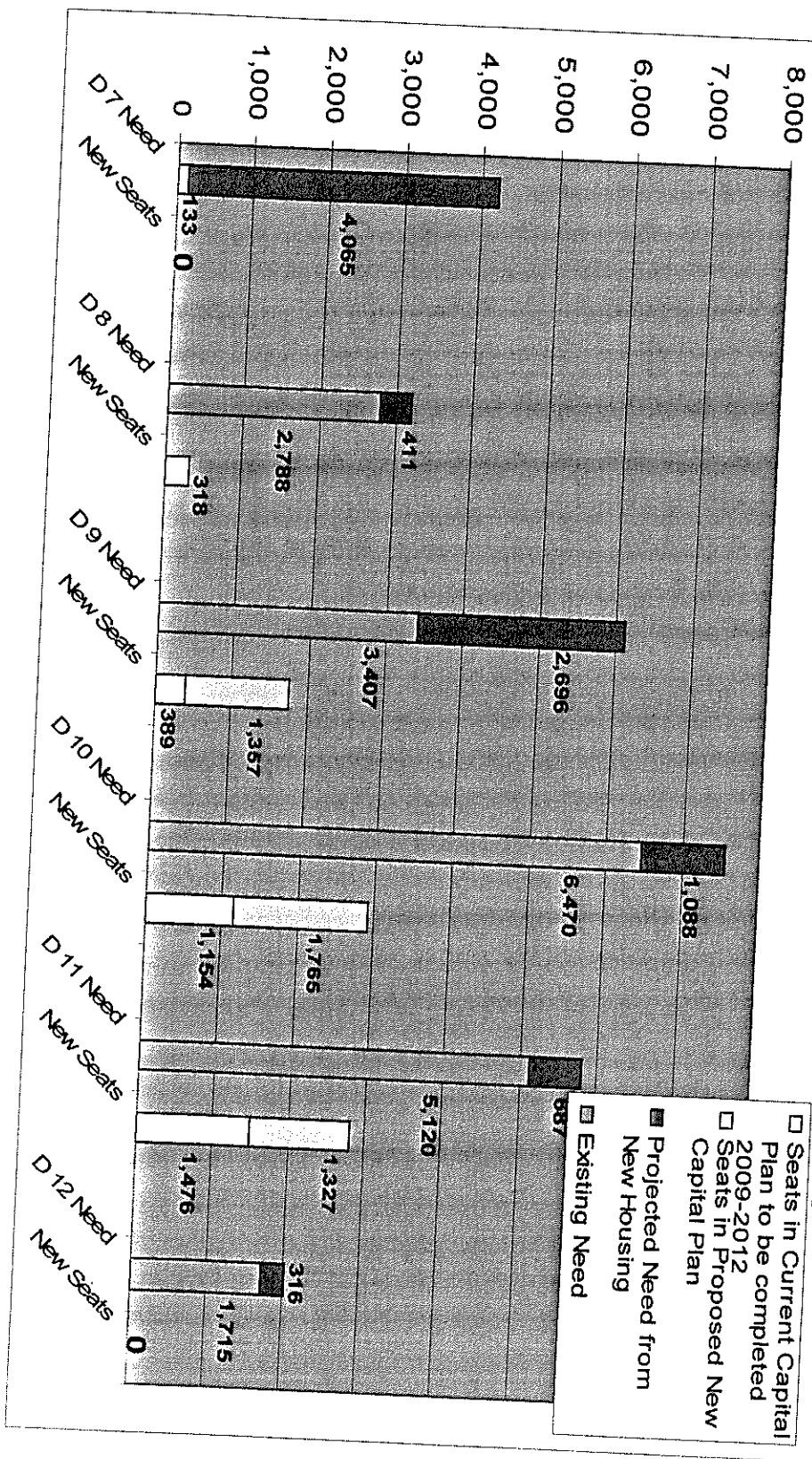
The following estimates were derived from these data sources:

1. Seats to be completed by 2012 from last capital plan, and seats in new capital plan: 2010-2014 Five Year Capital Plan, proposed amendment November 2009.
2. Projected need for new seats from new housing: NYC School Construction Authority, Projected New Housing Starts as Used in 2007-2016 Enrollment Projection, posted at http://schools.nyc.gov/Offices/SCA/Reports/CapPlan/Proj_New_Housing_Starts2006-2016.htm
- NYC School Construction Authority, Projected Public School Ratio, posted at <http://source.nycsca.org/pdf/capitalplan/NewHousingMultiplier.pdf>
3. Existing need for new seats: from A Better Capital Plan, by A Campaign for a Better Capital Plan, the Manhattan Task Force on School Overcrowding, Class Size Matters, the United Federation of Teachers, and The Center for Arts Education, October 2008, posted at: www.classsizematters.org/A_Better_Capital_Plan_final_final.pdf

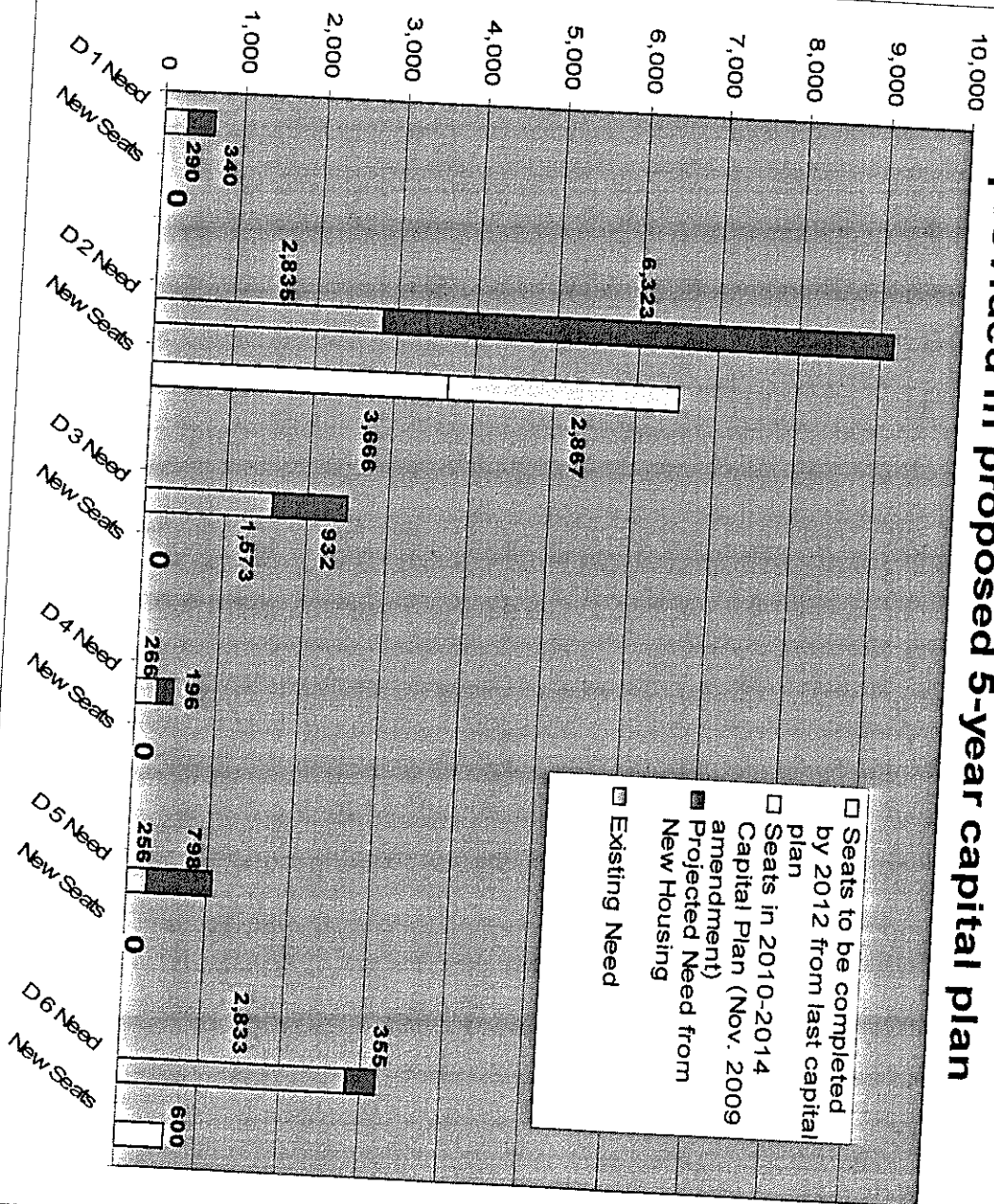
As explained in the above report, the existing need for new seats was computed and derived from school and district specific data as contained in the NYC DOE Enrollment, Capacity Utilization Report from 2006-7 (the "Blue Book"). We have subtracted from this figure new seats reflecting additional capacity in Sept. 2009, as reported in the NYC DOE press release, "23 New School Buildings to Open for the Start of the 2009-10 School Year," Sept. 3, 2009.

Note: these are only estimates of the actual need for new seats in districts throughout the city, based upon the above sources, which themselves are incomplete.

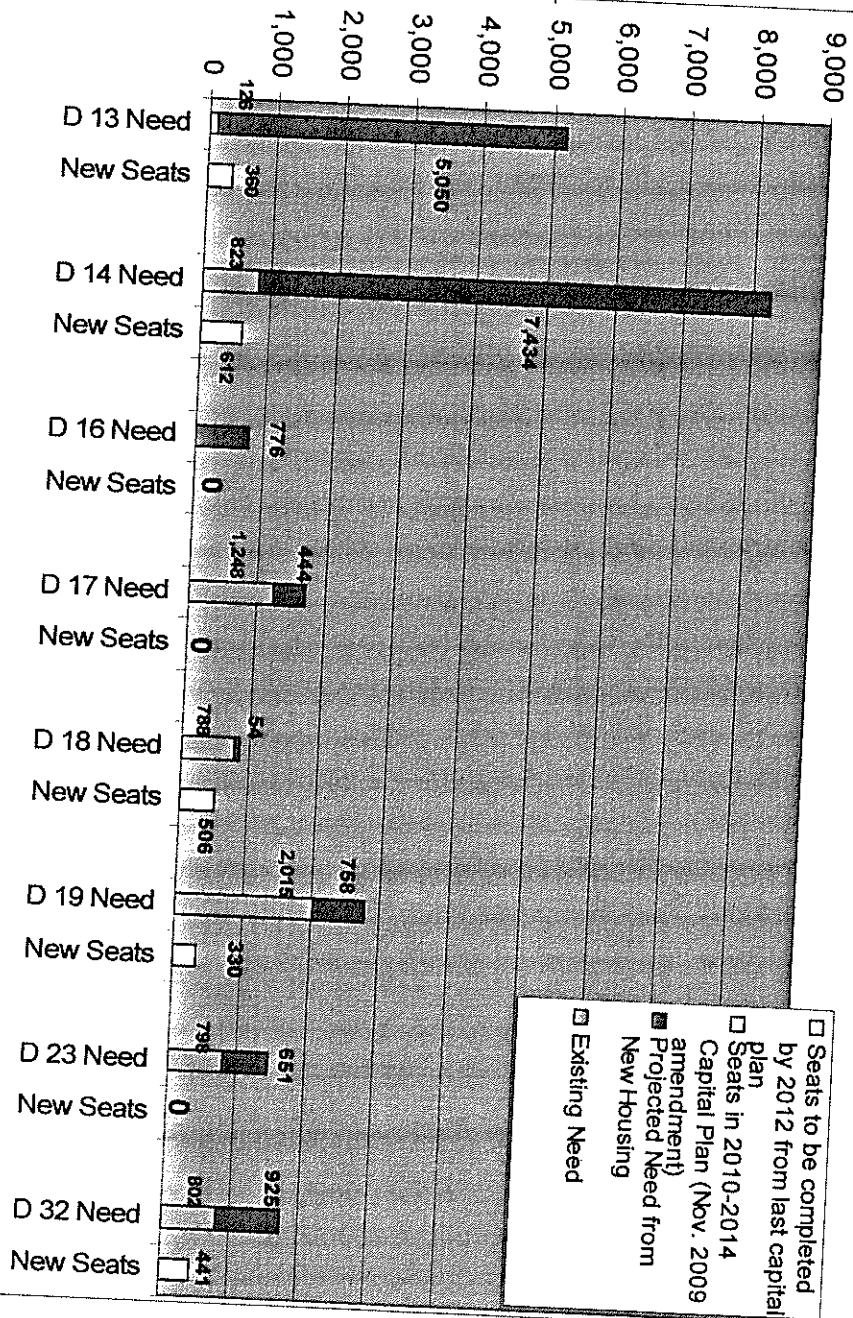
Bronx, only 27% of necessary elementary and middle school seats provided in proposed 5-year capital plan



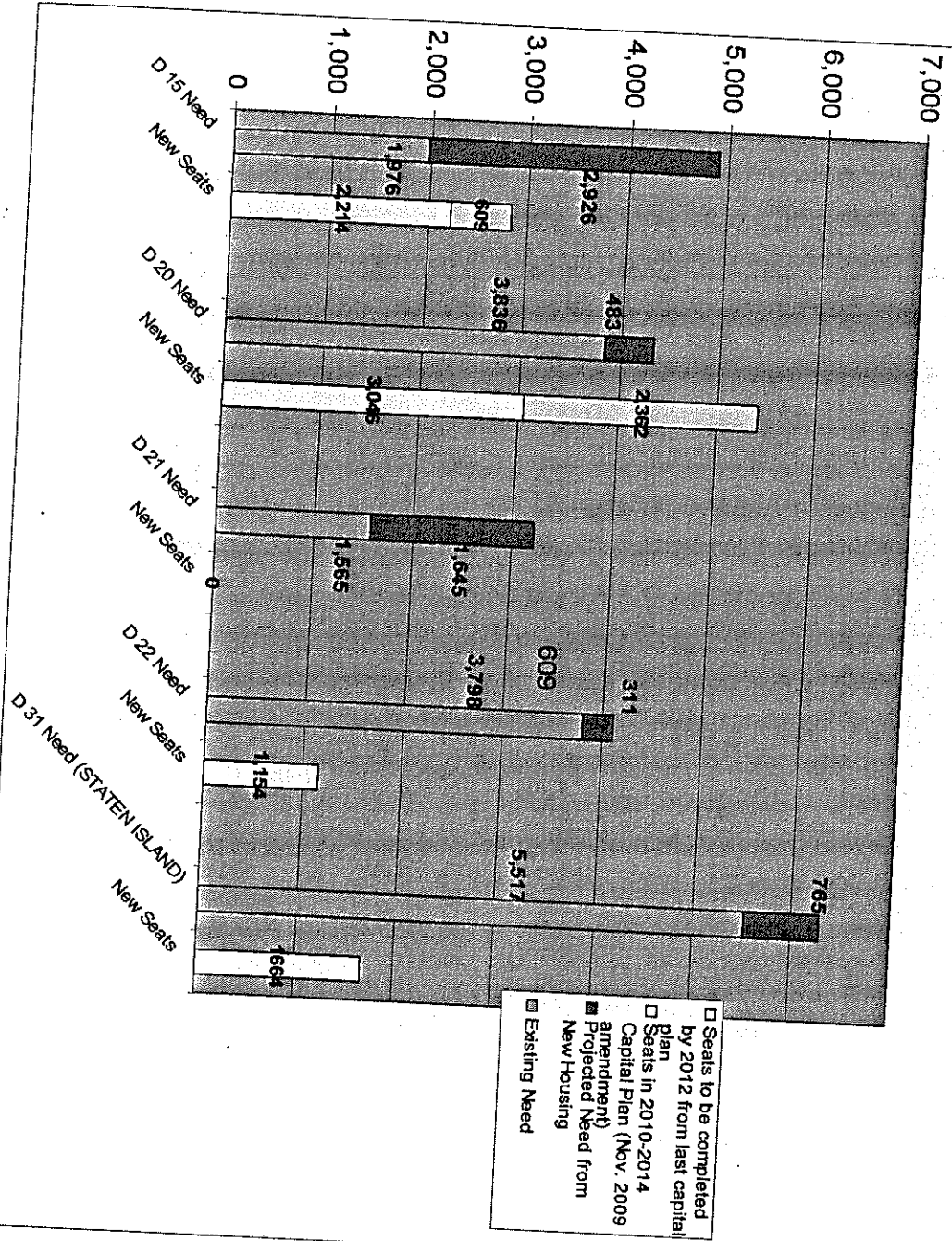
In Manhattan, only 38% of necessary elementary and middle school seats provided in proposed 5-year capital plan



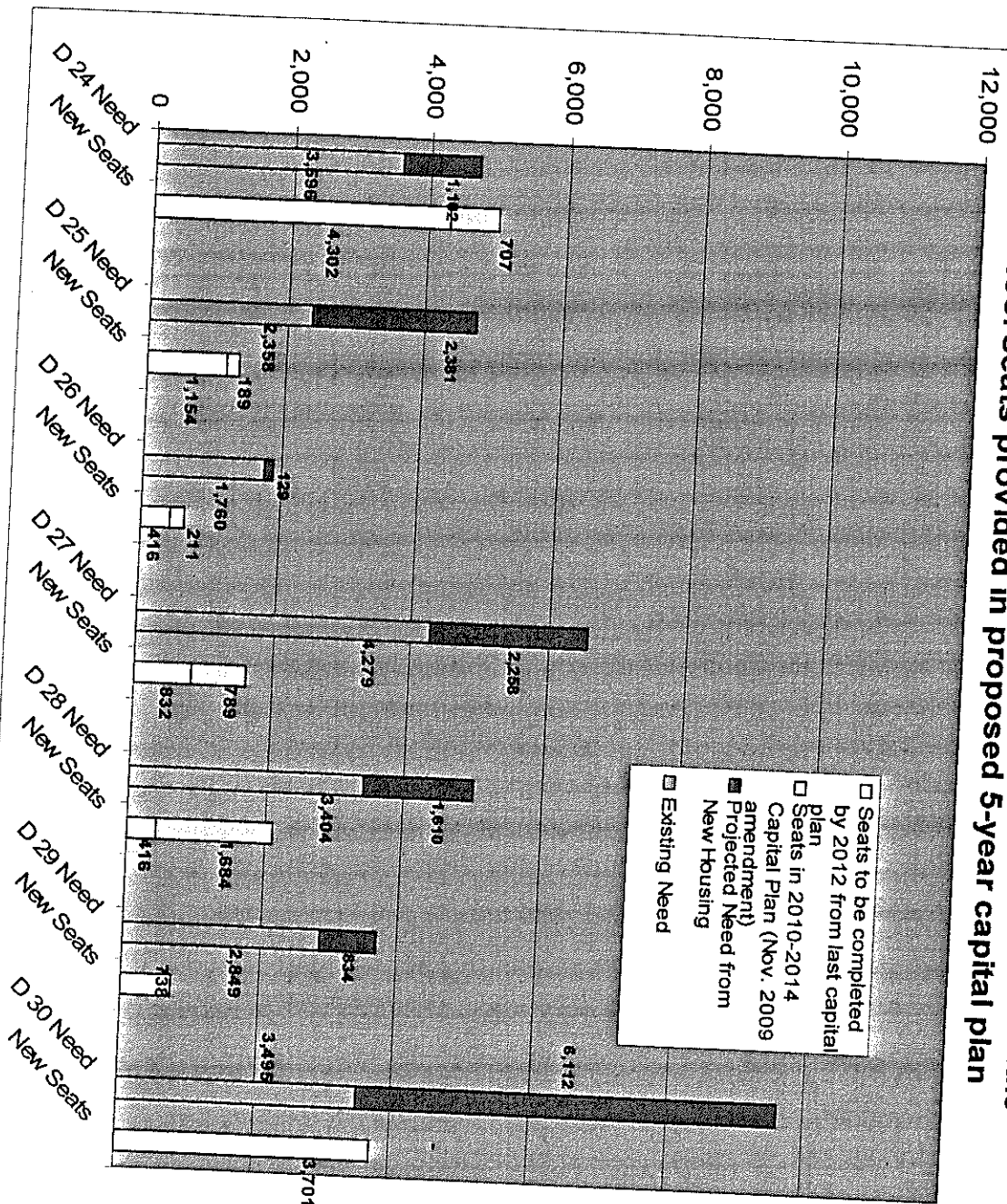
**In Central and Northern Brooklyn, only 13% of
necessary elementary and middle school seats
provided in proposed 5-year capital plan**



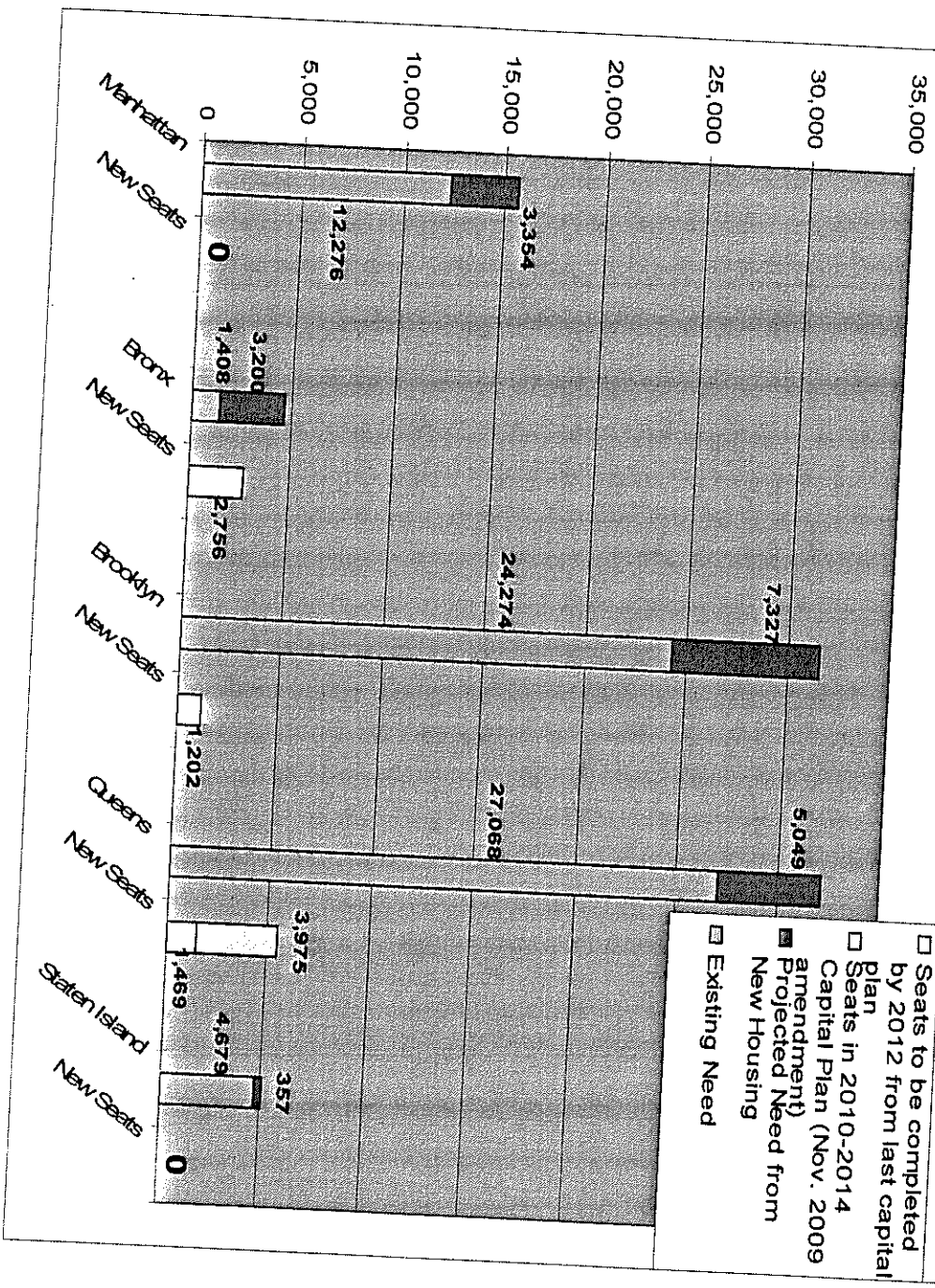
In SW Brooklyn and Staten Island, only 48% of necessary elementary and middle school seats provided in proposed 5-year capital plan



In Queens, only 42% of necessary elementary and middle school seats provided in proposed 5-year capital plan



In NYC, only 11% of necessary High School seats provided in proposed 5-year capital plan



FOR THE RECORD

TESTIMONY

Oversight: DoE's Proposed Capital Plan Amendment

Presented to:

New York City Council, Committee on Education
Hon. Robert Jackson, Chair

Wednesday, December 16th, 2009



The Council of School Supervisors & Administrators
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Good afternoon, Chairman Jackson and distinguished members of the New York City Council's Committee on Education. My name is Ernest Logan, and I am the President of the Council of School Supervisors and Administrators (CSA). CSA is the collective bargaining unit for 6,100 Principals, Assistant Principals, Supervisors and Education Administrators who work in the New York City public schools. I want to thank you for this opportunity to submit testimony about the Department of Education's (DoE) proposed 2009 amendment to the 2010-2014 five-year capital plan for schools.

On behalf of New York City's school leaders, we want to especially recognize the work that the City Council has done in the past year to seriously address the need to expand school capacity. The Council played a critical role this past fall in getting the DoE and the School Construction Administration (SCA) to agree to increase the number of new classroom seats in this amendment to the five-year plan by a total of 5,123.

While we have to acknowledge that the DoE has added some new capacity seats in this amendment, as a result of advocacy by the City Council, we still believe it is not nearly enough to address the need to reduce overcrowded classrooms in city schools.

We understand that the current severe economic slowdown and corresponding lack of tax revenues are significant obstacles to providing greater city funds for new school construction in this amendment. Yet, we believe that advocating for and protecting a child's right to learn is a critical priority for our city's future. We believe that the City can take a responsible approach to capital investment in schools that takes into consideration both the realities of the economic slowdown and a firm commitment to providing all children with the opportunity to learn.

In the last week, we have reached out to school leaders citywide to find out about capacity and utilization issues in their schools. We have heard from many school leaders that overcrowded classrooms and inadequate facilities remain, even several months into the school year, major problems in all of the five boroughs. As school leaders, one of our mandates is to make sure our students come to school and learn in a safe and secure environment. Overcrowding reduces the quality of the learning environment.

Right now, in classrooms across the city, school leaders have told us that overcrowded conditions are making it unsafe for students and staff; making teaching harder; making learning more difficult; turning student schedules upside down; impacting the ability of students to get the credits needed to graduate on time; creating situations where classes are being held in hallways and closets; and infringing on after school and extra curricular activities. These conditions contribute to diminished test scores and graduation rates, higher absenteeism, and a lesser likelihood that students will go on to higher education and be prepared to find work in today's job market.

In light of the many overcrowded classrooms in schools across New York City and the significant impact that these conditions are having on limiting the educational opportunities of our children, we would like to discuss concerns with capacity estimates

and class size targets used for the proposed amendment. To communicate these concerns, we would also like to share some examples from school leaders on how these issues are playing out in their schools. But before we get to these points, we would like to discuss the basic substance of the proposed amendment.

ABOUT THE AMENDMENT

The proposed amendment adds 5,183 new elementary and middle school classroom seats to the 25,194 that were included in the five-year capital plan adopted in June 2009 for a total of 30,377 seats. The proposed amendment, based on the same \$11.3 billion funding level as the previously adopted plan, reflects a minor decrease in the recommended number of seats in four school districts and an increase in nine districts. The majority of the new seats will be located in districts in Brooklyn and Queens.

Changes to the original plan were made based on more recent information about enrollment patterns and population changes within districts, according to the amendment. According to the DoE, the additional seats will not require any new funding but instead will be paid for by re-estimating construction costs and through the reallocation of existing resources.

CONCERNS WITH THE PROPOSED AMENDMENT

Capacity Estimates

Despite the additional seats, the proposed amendment still allows for a lot of overcrowding due to inaccurate school capacity estimates. Specifically, the current capacity figures are highly flawed and underestimate the actual level of overcrowding at many New York City Schools. As a result, the new classroom seats created with this amendment will fall short of reducing overcrowding in many schools.

The official figures on capacity and utilization are used by the DoE to assess how much additional space should be created through this amendment to the capital plan to reduce overcrowding. The “Blue Book,” the document produced annually by the SCA, assigns each school a figure in percentage form to represent school utilization. This figure is based on the official capacity of each school, according to the DoE, and is derived from their estimate of how many students the school should be able to hold and educate.

Most school leaders believe that the DoE miscalculates the capacity figures in the Blue Book for their own schools by increasing the number of students that their buildings will hold. Although the DoE confers with Principals when calculating capacity need for the Blue Book, many school leaders have reported in our recent survey ongoing battles with the DoE over their schools’ capacity ratings and have expressed resentment at being assigned excessive numbers of students, particularly when they tried to use available funding to reduce class size.

In an informal survey of school leaders conducted by CSA during this past week, we heard about the following examples that would raise concerns about capacity estimates:

- “The DOE and SCA have taken space away and have not listened to the Principals or discussed the issues of space.”
- “The building is made for 850 students and we have 1,235 this year. We use locker rooms and hallways for instruction.”
- “The auditorium and cafeterias are used for instruction”.
- “Closets and backrooms in our library are used for classrooms.”
- “We have three lunch periods in our lunchroom which takes away from our gym periods which take place in the lunchroom which functions as a multi purpose room.”

As these examples show, rooms intended for other purposes were converted to classroom use to alleviate what was hoped at the time would be temporary overcrowding. However, it is likely they were permanently counted as classroom space as a part of their school building’s capacity. Consequently, the DoE’s capacity numbers understates the need for more seats because it counts as part of a school’s capacity most of the cluster rooms that the school had to convert to regular classroom use to accommodate surging enrollment. Cluster rooms are necessary to teach art, music, computer skills, and some science curricula.

While increased capacity and the reduction of overcrowding is critical, these goals should not be achieved through the loss of cluster rooms and gymnasiums, or the conversion of storage rooms and offices not intended for classroom space. It is essential that all schools have sufficient dedicated rooms for art, music and science for the student population so that New York State standards can be implemented.

We would like to offer the following suggestions for reforms in capacity estimates that are for this proposed amendment to the capital plan:

- The DoE should revise the “Blue Book” formula to determine the actual level of school capacity and reflect the ongoing loss of cluster space, including art, music, and science rooms, and the existence of substandard and temporary spaces.
- Furthermore, the DoE should change the “Blue Book” formula in how capacity is determined by taking into account the need to provide sufficient cluster space and remove temporary classroom space from future capacity reports.
- In addition, the DoE and the SCA should work closely with school leaders, teachers, parents and others to revise these official capacity numbers, so that they fairly and transparently evaluate this need and do not under represent these needs in school capacity estimates.

Class Size Targets

In addition to capacity estimates, class size is another concern for school leaders in terms of this proposed amendment. In particular, the new capacity in this proposed amendment

will be inadequate to reduce class sizes as required under the Campaign for Fiscal Equity (CFE) lawsuit. The proposed amendment is based on capacity numbers that assume higher class sizes than the DoE's official target numbers. To provide an appropriate frame of reference, the DoE should measure school capacity based on the DoE's official class size reduction targets.

Specifically, this proposed amendment is based on class sizes targets that reflect the CFE's targets of 20 students in K-3 and 23 students in 4-12 classes. However, while the proposed amendment supports the achievement of these targets, it instead uses capacity targets of 20 students in K-3, 28 per class in middle schools, and 30 students per class in high schools. Two of these class sizes are significantly higher than the four-year targets required under the Contract for Excellence implemented pursuant to the CFE lawsuit.

Despite the City's financial circumstances that make it difficult to invest in reducing class size, we believe that class size targets are important to maintain. In response to budget cuts and enrollment increases, class sizes rose significantly this year. In an informal survey of school leaders conducted by CSA this past week, we heard from many that their class sizes had grown too large to provide a quality education:

- "Though class sizes are regulated for: 25 K, 28 grades 1-3, 32 grades. 4 & 5: these numbers are impossible for students and teachers to be held to the growth expectations and individualization that is expected. I attempt to keep class size down to reasonable numbers. I have a difficult time due to available space."
- "We have the maximum number of students in each classroom."
- "Grades 1-8 have 30 students in each class."
- "Almost all classes are at the maximum size of 30, 32 or 34. PE classes are overcrowded."
- "There are no reduced size classes in the early grades."

These examples show that the problems of overcrowding have become so pervasive that many school leaders have been unable to add enough new classrooms to accommodate all of their students and that their classes are now routinely exceeding the contractual limit. In determining the need for new capacity, it is essential that the DoE address the class size reduction goals for K to 12, as laid out in the Contract for Excellence.

- In order to improve the assumptions used for this proposed amendment, we recommend that the DoE's Blue Book target methodology be updated to reflect the Contract for Excellence target of 23 students per class for grades 4 through 12.

This change is essential if officials are to understand the true level of overcrowding in the school system as well as to accurately assess the future needs. We must, at the very least, show how far we are from meeting class size targets, and what progress is being made towards meeting these targets.

CONCLUSION

We encourage the City Council to push for these changes in capacity estimates and class size targets before this proposed amendment is adopted as part of the Mayor's capital budget. With these changes, we can more effectively make the capital investment in our schools that is necessary for meeting basic educational goals.

Given the ongoing crisis in overcrowding, we have both a legal and moral obligation to address the need to reduce class size and expand school capacity. We must make greater strides in addressing the capacity constraints of the school system and improving facilities to support the instructional needs of our children. We must invest in new schools if we care about our children and the future of our city.

CSA applauds the Council's Education Committee for understanding the importance of public input on this important issue by inviting our testimony at today's oversight hearing. We are grateful for the opportunity to speak today, and would be pleased to provide whatever additional information you may require.

Respectfully submitted,

Ernest Logan
President, CSA

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Name: MARK DILLER

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I represent: COMMUNITY BOARD 7 / MANHATTAN

Address: 250 WEST 87th ST. MANHATTAN

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Name: Ben Sh an ah an

Address: 350 Cebrini Blvd. #2D NY, NY 10040

I represent: NYC Student Union

Address: 50 Broadway 2nd Floor Room C NY, NY

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Name: Allison Manuel

Address: 103 E 196th Street Bronx, NY

I represent: Bonnie Katz from Leadership

Address: Institute 1701 Fulton Ave, Bronx
10457

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I represent: PS 87 / CEC

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Name: George Smith

Address: _____

I represent: Independent Budget Office

Address: 110 William St NYC 10038

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Name: Sebastian Ulanga

Address: 2400 Hunter Ave

I represent: Community School District 11 (BX)

Address: _____

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Name: Kathleen Greenberger (PLEASE PRINT)

Address: President and CEO

I represent: SCA

Address: _____

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Name: Kathleen Grimm (PLEASE PRINT)

Address: Deputy Chancellor

I represent: Infrastructure and Portfolio

Address: Planning

Dept of Education

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Name: Danaye S. Khan (PLEASE PRINT)

Address: President of the Educational Endowment Fund

I represent: DOE

Address: DOE

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Name: Jane (PLEASE PRINT)
Debra Kurshan

Address: Dir Portfolio Planning

I represent: _____

Address: DDE

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Date: _____

Name: Margaret Gonzalez (PLEASE PRINT)

Address: 2654 Mgrah Ave.

I represent: P.S. 106 S.L.T Member

Address: Bronx

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Date: Dec 16, 2009.

Name: Richard Farkas, Vice President (PLEASE PRINT)

Address: 52 Broadway 10004 Junior High

I represent: United Federation of Teachers

Address: 5 A BOVE

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Name: ERIN MCGILL

Address: MBPO: 1 CENTRE ST NY NY 10016

I represent: MANHATTAN BOROUGHS PRESIDENT SCOTT M. STUNKER

Address: 1 CENTRE ST. 19TH FLOOR NY NY 10007

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Date: Dec 16, 2009

(PLEASE PRINT)

Name: Richard Hambar Vice President

Address: 52 Broadway 10004 Junior High Schools

I represent: Ambed's Federation of Teachers

Address: S A BOVE

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☒ in favor ☐ in opposition

Date: 12/16/09

(PLEASE PRINT)

Name: Joan Hoffman

Address: 167 8th Ave #6, NY, NY 10011

I represent: P511 Constituents Education Agency

Address: 321 W 21 St, Manhattan Committee

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(PLEASE PRINT)
Name: JOSE CENAC
Address: 2785 University Ave. #5-J
I represent: NWBCCC
Address: Bronx, NY

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Date: 16th December, 2009

(PLEASE PRINT)
Name: FREDA TEI
Address: 1701 FULTON AVE. BRONX, NY
I represent: LEADERSHIP INSTITUTE HIGH SCHOOL
Address: 1701 FULTON AVE. BRONX, NY

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Date: _____

(PLEASE PRINT)
Name: EDWIN Valle
Address: 3000 Valentine Ave
I represent: P.S. 8 Briggs Academy
Address: 3010 Briggs Academy Ave
BRONX NY 10458

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Name: Joseph Stargill

Address: 800 Concourse Village W. Apt. 13 L

I represent: Leadership Institute

Address: 173rd St - 3rd Ave. Bronx, NY

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Date: 12/16/09

(PLEASE PRINT)

Name: Bonnie Katz

Address: _____

I represent: The Leadership Institute

Address: 1701 Fulton Ave, Bronx 10457

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Name: Robin Goldstein Fontaine

Address: 175 W 92 St

I represent: PS 9 PTA

Address: P.S. 9 100 W 84th St

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